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ABSTRACT

This booklet, which concerns student writing on a social studies examination given to Alberta (Canada) students, addresses two major purposes. First, the booklet illustrates and compares two important levels of expectations, or standards, that have been set for student writing on this examination: satisfactory and excellent. Second, it provides suggestions in the hope that they will help students to move beyond satisfactory writing. Sample papers are included in this booklet, with accompanying commentaries, to illustrate approaches taken by students who have produced writing at each of the two levels. These approaches are compared, and suggestions to improve student writing strategies for the examination are provided. Each sample of students' writing in this booklet is reproduced as it appeared to the markers; that is, in the student's own handwriting. (DB)

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from the
June 1991
Social Studies 30
Diploma Examination

SO 022 843

Students First!
Student Evaluation

Alberta
EDUCATION

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from the
Social Studies 30 Diploma Examination
June 1991

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Tim Coates	Devon School District #4972
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Kay Saville	High Prairie School Division #8
Rosemary Smith	County of Barrhead #11
Malcolm Walker	Calgary School District #19
Roy Wright	Edmonton School District #7

Group Leaders:

Deborah Anderson	Rocky View School Division #41
Diane Blakelock	Calgary School District #19
Tim Coates	Devon School District #4972
Ann Dunsmore	Calgary RCSS District #1
Christine Eberhardt	Calgary School District #19
Francois Fortin	Calgary School District #19
Bruce Gillespie	Calgary RCSS District #1
Martin Graham	Edmonton RCSS District #7
Bob Huff	County of Lacombe #14
Grant Jensen	Brooks School District #2092
Irene Keogh	Concordia College
Victor Lehman	County of Parkland #31
Larry Lemieux	Foothills School Division #38
Maxine Newbold	Edmonton School District #7
Leo Normandeau	Edmonton RCSS District #7
Karen Peddie	County of Parkland #31
Dan Raitz	Whitecourt School District #2736
George Richardson	County of Strathcona #20
Terry Riley	Medicine Hat School District #76
Teresa Saley	Edmonton School District #7
Peter Sands	Edmonton School District #7
Kay Saville	High Prairie School Division #8

Doug Schramm	Calgary School District #19
Rosemary Smith	County of Barrhead #1
Don Thompson	Willow Creek School Division #28
Malcolm Walker	Calgary School District #19
Roy Wright	Edmonton School District #7
Blaise Young	County of Flagstaff #29
Norman Zweifel	Sturgeon School Division #24

Student Evaluation Branch Staff:

Elana Scraba	Assistant Director Humanities Diploma Examinations Program
Tom Dunn	Acting Co-ordinator Humanities Diploma Examinations Program
Barry Jonas	Examination Manager, Social Studies 30
Val Doenz	Test Development Specialist Achievement Testing Program
Marilyn Jensen	Practicum Associate University of Calgary
Rosie Kruhlak	Examiner, Social Studies 30
Ray Lopatka	Examiner, Social Studies 30

SECTION ONE
INTRODUCTION

PURPOSES

Two major purposes are addressed in this booklet. First, the booklet illustrates and compares two important levels of expectations, or standards, that have been set for Social Studies 30 Diploma Examination writing: Satisfactory (3) and Excellent (5). Secondly, it provides suggestions that the writers hope will help students to move beyond Satisfactory (3) writing.

Sample papers are included in this booklet, with accompanying commentaries, to illustrate approaches taken by the students who have produced writing at each of the two levels. These approaches are compared, and suggestions to improve student writing strategies for the diploma examination are provided.

CONTENTS

The sample papers are presented by level and topic (see Appendix A), in groups of two or three. The first paper in each group is the one that was used as the exemplar paper for training markers during the June 1991 marking session. The other one or two papers in each group were chosen, more or less arbitrarily, from those papers receiving a majority of three or fives. Each paper is accompanied by specific commentaries that discuss the paper in terms of the reporting categories used in marking (see Appendix B).

Section Two presents a selection of papers produced by students achieving the Satisfactory (3) level; Section Three presents papers at the Excellent (5) level. Both of these sections also include a general commentary about the level of expectation, or standard, under discussion. These general commentaries highlight any common features that may exist in the papers.

Section Four compares features that emerge at each level. As well, comments are made about possible patterns of approach that students writing at each level may have taken. The approaches that teachers may consider using to aid students in producing writing that is beyond the satisfactory level are also suggested.

Each sample of students' writing in this booklet has been reproduced as it appeared to the markers; that is, in the student's own handwriting. Because of space limitations, students' planning and drafting pages have not been included. However, teachers and other readers should note that research has demonstrated a high correlation between planning and successful writing. Consequently, planning for writing should be carefully considered in instructional strategies.

CONFIRMING STANDARDS

The exemplar papers presented here (the first paper in each group of two or three) were selected by a group of Social Studies 30 teachers who acted as standards confirmers before marking began. Each exemplar paper was chosen to illustrate the level of expectation, or standard, described as Satisfactory (3) or Excellent (5) in the scoring guides (see Appendix B).

The exemplar papers were presented to group leaders, teachers specially selected to chair small groups of markers during the marking session. These group leaders confirmed that the exemplar papers illustrated the standards described at all levels including the Satisfactory (3) and Excellent (5) levels. The exemplar papers were then used in the series of papers presented to the markers for training purposes during the marking of the June 1991 diploma examinations.

MARKING PROCESS

Papers are scored on four different dimensions according to five levels of performance. A complete listing of both the dimensions and the descriptors of each level of performance appears in Appendix B.

All marking is performed by teachers who are selected on the basis of recommendations made by their superintendents. Selected teachers are required to be teaching the course during the school year that the examination is administered. They must also have taught the course for at least two years.

The first hours of the marking session are spent in an intensive training session that includes a review of the scoring descriptors as they relate to the exemplar papers that are previously selected by the standards confirmers and confirmed by the group leaders as being illustrative of the scoring guides.

Neither the students' names nor the names of their schools appear on the examination papers. Markers are advised not to mark a paper if they suspect that they recognize its source. They are instructed to disregard the quality of the handwriting in evaluating the papers and to return a paper unmarked if they think the handwriting could influence their judgments. They are also instructed to avoid marking any papers whose contents or style call forth any personal biases.

No marks are placed on the examination booklets during the marking process. Scores are recorded on separate score sheets. All papers receive three independent readings. Provision is made for a fourth reading if the scores awarded by the previous three markers vary to the extent that the student's final grade will be significantly affected.

CAUTIONS

The following cautions regarding this booklet should be kept in mind, especially if its contents are to be used for instructional purposes:

1. **The papers selected represent only a small sample of the possible approaches to each assignment or topic.**
   Even though two or three papers are presented to illustrate a particular level, Satisfactory (3) or Excellent (5), for each assignment or topic, it must be remembered that these are only three selected from hundreds, or even thousands, of papers at that particular level. Therefore, any conclusions formed about common patterns of approach taken by students at that level must be viewed in that context. However, we do hope that the conclusions we have formed will act, primarily, as catalysts for further consideration by readers of this booklet about the approaches taken and the strategies used by students when they write.

2. **The students' writing in these examples must be considered as first-draft writing.**
   Readers should consider each student's accomplishments in the light of the constraints of the examination situation. Under examination conditions, students are able to prepare writing that we must consider as first-draft only. If students were given more time, and access to appropriate resources, we would expect them to produce papers of considerably improved quality, particularly with respect to editorial features such as diction, punctuation, order, spelling, and paragraphing.

3. **Neither the assignments presented in Appendix A nor the scoring guides presented in Appendix B are meant to limit writers to a single organizational or rhetorical approach in completing any diploma examination assignment.**
   Students are free to select and organize their materials in any manner that they feel will best present their ideas. The students' writing in this booklet illustrates just a few of the many organizational and rhetorical strategies used successfully by students in June 1991.

4. **The sample papers presented in this document must not be used verbatim as models for instructional purposes.**
   Because these papers are sample illustrations only and because they are sample responses to a set topic, students should be cautioned not to memorize the content of any of the sample papers to use when completing classroom assignments or when writing future diploma examinations. It is the *argumentative approaches* taken by those achieving at the Excellent (5) level of performance that students should consider emulating, not their words or viewpoints.

SECTION TWO
SAMPLES OF STUDENTS' WRITING AT THE SATISFACTORY (3) LEVEL

GENERAL COMMENTS

Students' writing achieving a Satisfactory (3) level of performance is described as writing that is academically acceptable for students seeking graduation after 12 years of schooling. Consideration of the scoring descriptors will provide a clear focus and specific definition of the quality of writing at this level.

In interpreting the expectations for students' writing that are embedded in the Satisfactory (3) descriptors, it is useful to consider the broad range of tasks that the student is required to accomplish. The descriptors delineate the specific dimensions of the writing assignments and clarify the manner in which and extent to which the student must address each requirement to produce work at the Satisfactory (3) level. The descriptors make it clear that the student should demonstrate an adequate awareness and appreciation of the complexity of the assigned issue. As well, the descriptors specify the level of thinking that the student must demonstrate in order to achieve an acceptable standard. The scoring descriptors suggest what sort of information should be brought to bear as evidence in addressing the issue and how this information should be applied. Also clarified by the scoring descriptors are the choices to be made by the students in organizing and developing their writing in order to express their position in a clear and satisfactory manner. Overall, the descriptors set out the basis upon which judgments of student writing produced on the Social Studies 30 diploma examinaton are made.

The Satisfactory (3) scoring descriptors* are as follows:

DIMENSION	SCORING DESCRIPTOR
DEFINITION OF THE ISSUE	The definition of the issue is straightforward and conventional. An adequate but generalized discussion of the complexity inherent in the issue is presented but may not be fully developed. Description of the principles underlying the various positions reveals an adequate understanding of the issue.
DEFENCE OF POSITION	The defence of position is based on one or more adequate arguments. The case studies or examples (evidence) chosen are appropriate. A relationship between the case studies or examples chosen and the position taken is established. While the arguments are generally sound, they may lack in persuasiveness and consistency. The content is ordered in such a way that the writer's argument is generally clear and discernible.
PRESENTATION OF EXAMPLES OR CASE STUDIES	The examples or case studies selected are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. The selected evidence is largely conventional, revealing an adequate understanding of content and its application to the assigned issue.
QUALITY OF LANGUAGE AND EXPRESSION	The writing is clear. Vocabulary is adequate but more general than specific. Syntax is generally straightforward but occasionally awkward. Errors may detract from but do not impede the clarity of communication.

*These descriptors have been slightly modified for 1991–92. See the latest **Social Studies 30 Bulletin Update** for the revised descriptors.

In what way do the following five student papers reflect satisfactory students' writing as produced on the Social Studies 30 Diploma Examination in June 1991? What common understandings about acceptable students' writing can be derived by examining the extent to which these samples of students' writing realize the intent of the scoring descriptors at the Satisfactory (3) level? How are the expectations of students' writing embedded in the scoring descriptors evident in this group of papers judged by teacher-markers to be at the Satisfactory (3) level?

By considering these questions when reviewing students' writing, we should be able to form conclusions about approaches to writing taken by students achieving at the Satisfactory (3) level. We should also gain an expanded appreciation for the broad range of writing choices that exist at this acceptable level.

STUDENT SAMPLE PAPER ONE

(Topic A: Satisfactory Level)

Topic A Assignment:
Should governments provide financial incentives to industries to simulate economic growth?

General Comments

During the confirmation of standards procedure, this essay was chosen as the Satisfactory (3) exemplar for Topic A and was presented to group leaders and markers for training purposes.

The student begins this essay by describing the need to adjust theoretical perspectives in order to respond to the circumstances of real-world economics. Throughout the essay, the student maintains the position that financial aid to business benefits the whole economy through increased competitiveness, greater access to foreign and domestic markets, and job creation. The student attempts to support this position by referring to the present problem of agricultural subsidies and the Gainers situation.

Definition of the Issue

The student reveals an adequate understanding of the issue by recognizing the need for governments to adapt and modify the principles of the model free enterprise system. In doing so, the student demonstrates an awareness of important beliefs, principles, and assumptions that are related to the issue through reference to government intervention, the role of competition, and incentives. The student also establishes a meaningful context for the issue by relating it to real-world situations where the dilemma is evident. The references to agricultural subsidies and Gainers show that the student has a sense of this issue in real-world terms.

Although a basis for defining the issue is established, the student could have examined further the controversy created by, and the theoretical positions connected with, this issue. By exploring the range of choices and the disagreement caused by different perspectives, the student could have better addressed the complexity of the issue. The student could have done this, for example, by expanding on the unsupported assertion made in the first paragraph that all governments intervene in industries to some degree. This statement could have introduced a discussion about how various theorists and policymakers disagree on the nature and extent of government intervention. By examining these varying viewpoints, the student could have displayed greater depth and breadth of thinking about the issue.

In society today there is no model for market economy. In all countries the governments intervene in industries to some degree. As the free market economy does not exist, to stabilize an economy a government must become interventionist and provide financial incentives to encourage economic growth for the benefit of the whole country.

By allowing tax concessions and deferments, loans on favorable terms (low interest rates), or direct grants help businesses stay competitive not just ~~on~~ in their own markets but also on the world market. In many European countries such as Germany, the governments subsidize the farmers. The farmers are able to keep their prices on grains and meats much lower and are therefore able to be more competitive not just in the German market but on the world market as well. In Canada the farmers are not subsidized and find it very difficult to compete. Many farmers leave agriculture because they are unable to keep the business going. The government must now begin importing certain agricultural products that it would not have to if it gave some sort of incentives or better incentives than it now does to the agriculture industry.

When governments put money into an industry they are helping the business to expand and because a business expands it often needs more employees. There are a great number of jobs created when a business is able to continue operations and even enlarge operations. In Alberta, the provincial government gave large loans to Gainers, a meat processing plant in Edmonton. Though the loans are not repaid and the owner went bankrupt, the plant is now still in operation under a different name, many people have jobs and the company is on

Defence of Position

The student presents a generally clear and discernible position throughout the essay. The student maintains that government incentives to individual businesses benefit the whole economy. This argument asserts that such government intervention stabilizes the economy, enhances competitiveness and access to markets, and expands job creation. The student attempts to base this argument on relevant, contemporary examples (agricultural subsidies and Gainers). The student's argument is generally well organized, and an attempt to form a relationship between the evidence and the position is apparent.

Although the arguments are generally sound, persuasiveness and consistency are lacking. A more complete and well-considered relationship between the examples and the position taken would have strengthened this student's argument. The assertions presented by the student in the last two paragraphs of the essay, for example—that if financial incentives are not provided, such revenue could be spent on welfare—are largely unsupported and speculative; they do not necessarily follow from the evidence of agricultural subsidies or the Gainers situation. A more in-depth analysis and evaluation of the examples could have led to a more sophisticated line of argument. The student's approach to addressing the complexities inherent in these examples results in an argument that is adequate rather than proficient.

Presentation of Examples or Case Studies

The student's development of examples reveals a general understanding of the circumstances related to agricultural subsidies and Gainers. While the student's account of the role of agricultural subsidies and the bankruptcy of Pocklington contains errors and is somewhat lacking in critical detail, the examples show an adequate understanding of content and its application to the issue. The choice of these examples has helped the student to define the issue and to provide the basis for the position taken.

The student could have been more precise in explaining relevant and accurate details connected with the examples chosen. The tendency toward overgeneralizing content restricts the student's ability to explain the scope of the issue and further restricts the potential arguments that could have been related to the position taken.

Quality of Language and Expression

The student's use of language is adequate in that communication is generally clear; for example, when the writer's position is directly stated: "As the true market economy does not exist, to stabalize an economy a government must become interventionist and provide financial incentives to encourage economic growth for the benefit of the whole country." The student employs social studies vocabulary appropriately by using important terms like interventionist, world market, welfare, unemployment insurance, competitive, and industry sector.

Complex structures are attempted but are not always controlled. This results in run-on sentences; some careless use of apostrophes, commas, and agreement; and occasional sentence errors. For example, this sentence draws attention to the need for proofreading: "The government could use the money to increase unemployment insurance, welfare or even education spending but it is much better to give certain benefits to the industry sector to help businesses expand and this will create more jobs thus reducing the need for more government spending on welfare because people would be employed and in education, the parents would have work to be able to afford to put a child through school."

the way to making money. In giving loans to companies at low interest rates Governments are giving entrepreneurs a chance to start business and to open up new jobs. By doing this the government can save money on welfare and unemployment insurance.

If the government decided to no longer provide financial incentives where would such revenue best be spent? The government could use the money to increase unemployment insurance, welfare or even education spending but it is much better to give certain benefits to the industry sector to help businesses expand and this will create more jobs thus reducing the need for more government spending on welfare because people would be employed and in education, the parents would have work to be able to afford to put a child through school.

It is a wise political and economical decision to provide financial incentives to industries. The money goes to companies, which creates jobs and when people have jobs they are able to buy things with the money they earned. This money then goes back to the company and hopefully a profit is made and a monetary cycle is formed. It is even better when the companies of a country are very competitive so that not only the consumers of that country but consumers all over the world purchase from them. This increases a countries exports and even brings in foreign investment. Laissez-faire way of handling the economy is not the best way. When governments see a way to aid an industry it should do so because in helping the industry they are helping the whole country.

STUDENT SAMPLE PAPER TWO

(Topic A: Satisfactory Level)

General Comments

In this essay, the student describes two conflicting viewpoints on the issue and correctly identifies principles, beliefs, and assumptions underlying each. Throughout, the student maintains the position that governments should attempt to find a middle ground between these two extremes, providing financial assistance to business when the need arises but expecting business to operate on its own resources as much as possible. The student supports this position by drawing arguments from the American New Deal.

Definition of the Issue

The student establishes the context of the issue by explaining the principles, beliefs, and assumptions that underlie two opposing viewpoints. The student explains that the "interventionalist" would favor expanded grants and aid to people and that the "individualist" expects people to make it on their own. The discussion of these two opposing viewpoints establishes the background for the position taken by the writer. The focus on the issue is maintained throughout the essay as the student refers to these two viewpoints in the discussion of the case study and in the arguments used to support the position taken.

While the student has stated the issue in an adequate and conventional manner, a rather simplistic view is presented. The student tends to ignore the dilemma and controversy related to the issue by simply adopting a middle ground. The student could have developed a more sophisticated view by considering the consequences of the issue and discussing why the underlying principles, beliefs, and assumptions related to each position are the source of great debate and controversy among various individuals and groups.

Defence of Position

The student attempts to qualify the position taken, arguing that governments should provide financial assistance when the need arises to stimulate an economy. The student is generally in control of the argument. A clear link between the illustration (the New Deal) and the position taken (favoring some government intervention) is established in the last paragraph of the essay.

Because of underdevelopment of the examples and the tendency to overgeneralize details, the arguments made by the student are narrowed in depth and sophistication even though the evidence is potentially relevant. Misinterpretation of certain aspects of the New Deal, such as its effects, leads the student to form illogical conclusions about the issue.

Overall, the student's attempt to form a qualified position that strikes a balance between the interventionist viewpoint and the individualist viewpoint, and the use of the New Deal to support the position, indicate an adequate defence of position. The student has a good sense of organization, and the essay is quite well unified. The arguments raised are generally sound.

Are government grants etc. desirable? Of corse they are but to what extent do we implement them. An interventionalist would say give alot of incentives because people can not make it on their own and people need help to become strong. Grants and incentives give people that help and become succesfull, thus creating jobs for people and help them too. An individualist would say give no grants and let people make it on their own, people will become more efficient to survive and follow evolution. I belive neither view to be correct, the answer is to give incentives and grants to stimulate the economy but to no extreme. The ammount required is just enough to allow him to succeed and must

Presentation of Examples or Case Studies

One potentially relevant illustration has been selected to support the position taken. The student attempts to draw insights from the experience of the Great Depression and the American New Deal. In a broad sense, the student has an adequate grasp of the selected illustration. The student recognizes that the New Deal attempted to respond to the Great Depression by stimulating the economy through government intervention. The student displays an awareness that the New Deal remained committed to the individualist tradition. The reader is led to believe that the New Deal was a pragmatic solution to an economic crisis that required massive intervention by government in a capitalist economy. Overall, the student successfully applies this understanding of the New Deal to provide support for the position taken.

At the same time, the student is overly general in the depiction of the New Deal. For example, the student's suggestion that soaring unemployment was simultaneous with rampant inflation reveals an incomplete knowledge of the problems created by the Great Depression. Moreover, the student is rather vague about how the New Deal assisted business and what the effects of the New Deal were. The student states that the New Deal was taken away, and businesses were able to function on their own again. As well, the student seems to be unaware of the relationship between the Second World War and the end of the Great Depression. Such factual errors and omissions affect the arguments the student is able to derive from consideration of the illustration. Overall, the student reveals adequate understanding of social studies content but lacks in-depth comprehension.

Quality of Language and Expression

The student's meaning is communicated clearly in this paper. Some of the stylistic choices made are quite effective. For example, the short sentence that begins the student's second paragraph, "October 1929 the New York stock market plunged," is emphatic and the word "plunged" helps to create a rather specific image in the mind of the reader. Other words the writer has chosen, such as "devastating," "rampant," "crushed," "ruin," and "crippled," help to reinforce this image of the destruction caused by the Great Depression.

Choices that the student has made are uneven, however. Certainly, not all of them are effective. Many sentence faults (run-on sentences, comma faults, and fused sentences) are present. This suggests that the student could have profited by rereading the paper to determine where sentence terminations should have been made. Spelling errors are also present, but some spelling errors and "slips of the pen" are to be expected on first-draft writing. It must be remembered that students write the Social Studies 30 Diploma Examination without benefit of a dictionary or a thesaurus. It is better that they use words they know but are uncertain of how to spell, than that they limit their range of expression by choosing only those words they are certain they can spell correctly.

vary from time to time, depending on the economic conditions.

October 1929 the New York stock market plunged. The effect on America was devastating, unemployment soared and inflation ran rampant. The government didn't do much to help. Individualists said let them help themselves and allow them to develop individualy. The economy was crushed, and not only in the United States. When the stock market plunged, the US was already powerful, with many trading partners. With the economic ruin, it's trading with other countries had all but shut down, damaging them aswell. The world was crippled, and the government wasn't helping.

During the depression the Americans put their faith in a new president and he came through. Roosevelt's New Deal was proposed, it contained the help the people wanted. Taking the interventionalists standpoint, he made radical reforms He gave grants and incentives to businesses, creating employment. He took control of business and showed it the light at the end of the tunnel.

America strived to recover and the economy was picking up. When America's economy was back on track he did the best part of his plan, he took away his new deal, allowing America to succeed on her own and it worked. Shortly after that the war with Germany began, it may sound heartless but war is good business

Jobs are created in production of wepons, and a stable economy is created. Allowing businsies to go on it's own probaly led the US to become the power it is today.

The new deal ilistrates the best way to handle grants & incentives, by allowing companies to make it but succed on their own. The new deal helped the failing economy and brought the chance to succed back into grasp, but thats where it was left. Taking ideas from both individualism and interventionalism Roosevelt found the right combonation. Small business is the same if we give them sucess it is not as good as earned success.

STUDENT SAMPLE PAPER THREE

(Topic A: Satisfactory Level)

General Comments

The student recognizes that the position taken on the assigned issue depends on the beliefs held by various individuals. The issue is established by an examination of the benefits and drawbacks of different forms of economic organization. Throughout the essay, the student maintains the position that governments should provide financial aid to business, arguing that a mixed economy has fewer problems than a capitalist economy where no support is given. The student argues that financial assistance given to business will result in less unemployment, less crime, fewer social problems, and that more people would be willing to open a business if financial support were given.

Definition of the Issue

An adequate and generally clear understanding of the issue is presented in this essay. There is an understanding that opposing viewpoints exist, and an attempt is made to explain the beliefs, principles, and assumptions underlying these viewpoints. The student addresses the issue by weighing the merits of various forms of economic organization, recognizing that different approaches have benefits and drawbacks. The references to Smith and Keynes are appropriate and illustrate the student's general awareness of the importance of the issue.

The student adopts a general rather than a specific focus on the issue. There is a tendency to view the assigned issue as a question of which economic system is best for society. The principles, beliefs, and assumptions need to be examined further in order to clarify the dilemma created by the issue. The student appears to have an acceptable understanding of the issue but needs to develop a more focused and in-depth understanding of the dimensions of the issue.

Defence of Position

The student presents a clear and discernible position—that governments should provide financial help to industries—supported by a comparison of the capitalist system with the mixed economy or socialist economy. There is an obvious attempt to link the position taken with the evidence provided. The student recognizes that each economic system has benefits and drawbacks, and attempts to use this evaluation to qualify the position taken. The student further defends the position taken by asserting that financial aid to business in a mixed economy increases employment, reduces crime and other social problems, and encourages individuals who wish to start a business.

The student provides a mixture of general and specific evidence in an organized manner. The references to Keynes and Smith, for example, tend to provide clear support for the position taken. However, some evidence is questionable. For instance, assertions about the American, Japanese, and Canadian economies are not entirely accurate or fully developed. While the student's position is linked to relevant detail, the evidence given is simplistic and repetitive.

Should governments provide financial incentives to industries to stimulate economic growth?

→ Whether or not you believe governments should provide financial help to industries really depends on if you believe in a Market Economy where governments give no financial help, or if you believe in a mixed economy or a socialist economy where financial aid is given to industries. Whatever economy you believe in, there are pros and cons for each and it really depends on what you value.

→ For example in the United States or Japan they have market economies. There is little government interference in the industries. Adam Smith, the so called "father of Capitalism" believes in little government interference. (laisez-faire – hands off.) The United States and Japan are both very industrialized nations and have prospered greatly from this type of system. They are leading in the world market and are two of the wealthiest nations.

→ Although the United States and Japan have done so well without financial help to their industries, there is also some negatives to the Capitalist economy. For one, the United States seems to have more unemployment than Canada which has a mixed economy and Sweden who has a mixed socialist economy. Unemployment leads to poverty, crime and social problems. There is a large gap between the rich and poor.

→ In the mixed economy where governments provide financial incentives to stimulate economic growth we have Canada and Sweden for examples. In Canada the government will sometimes give financial support to a business so it will not go bankrupt. The government would rather give aid then to have a business close doors and have many people unemployed. The government encourages the citizens ~~to~~ start up businesses by giving grants. Citizens are motivated by this and economic growth can then be increased for the benefit of everyone. People then have a better choice of Consumer products and that increases the spending done by the citizens.

Presentation of Examples or Case Studies

Overall, the student appears to have an adequate grasp of content and has made an attempt to apply this content to the issue. At times, the mixture of evidence is very specific and is accurately related to content, and at other times it is generalized. The student appears to have an acceptable grasp of the ideas of Smith and Keynes and has applied these ideas appropriately. The reference to Sweden, while simply stated, is also relevant to the issue and the position taken.

The description of the theoretical principles of the capitalist system contrasts with conceptual confusion relating to the mixed economy or socialist economy. This reveals a degree of uncertainty in clarifying specific details related to essential content. The student also misinterprets the real-world experience of the American, Japanese, and Canadian economies. It is claimed that in Japan and the United States, no government help is given to industry. Such an interpretation detracts from the potential strength of arguments. Much of the student's argument is dependent upon the assessment of these economies in practice, and the student's lack of accurate and specific details about these nations significantly weakens the position taken. Although there are questions about how well the evidence provided in the essay supports the position taken, the student has adequately applied content to the issue.

Quality of Language and Expression

The student's meaning is generally clear and is expressed adequately. A number of sentences are well structured and are essentially free from error. For example, "The United States and Japan are both very industrialized nations and have prospered greatly from this type of system. They are leading in the world market and are two of the wealthiest nations."

The writing becomes occasionally awkward where the writer commits errors of usage, grammar, and mechanics. For example, "Although the United States and Japan have done so well without financial help to their industries, there is also some negatives to the capitalist economy." While these errors detract somewhat from the clarity of the essay, the student's meaning remains comprehensible.

The student may not have completely internalized the vocabulary of the discipline. The colloquial use of "you" and "they" suggest that the student has not differentiated between spoken and written language. An overgeneralized treatment of terms like "mixed economy" and "mixed socialist economy" reveals that the student is cognizant of social studies concepts but is not completely certain about their correct application. Still, in other instances, the student appropriately uses social studies vocabulary like "laisez-faire—hands off" and "stimulate economic growth."

→ I Sweden the government provides financial incentives to industries by allowing businesses to save 40% of the companies' money in "Boom" times, tax free; and then in harder times it encourages them to spend it by starting new businesses, investing it creating more money and economic growth for all.

→ As John Maynard Keynes' ideas were to "prime the pump" when a recession occurred. He believes governments should intervene in the economy, to lower taxes + interest rates to increase spending and therefore create more employment and economic growth.

→ Canada and Sweden have lower unemployment due to government financial aid to industries because the financial aid sometimes prevents the company from claiming bankruptcy. Less unemployment leads to less crime and social problems.

→ A drawback to governments helping industries financially is that people might just expect the government to bail them out in times of financial trouble with their business. Another negative is that the nations' deficit could grow very large if they started to give financial aid to all businesses.

→ Although there are negatives to both sides, I think that governments should give financial incentives to industries to stimulate economic growth. A mixed economy has fewer problems than a capitalist economy where no financial support is given, such as: less unemployment, less crime and social problems. ~~And~~ People seem much more willing to go out and try to open a business or invent something when they know that they may be able to get a grant or some other kind of financial support from the government. This creates more economic growth and a better nation for all!

Topic B Assignment:
Should nations of the world unite to use military action against an aggressor?

STUDENT SAMPLE PAPER FOUR

(Topic B: Satisfactory Level)

General Comments

During the confirmation of standards procedure, this essay was chosen as the Satisfactory (3) exemplar for Topic B and was presented to group leaders and markers for training purposes.

In this essay, the student describes the need to employ measures that avoid conflict and maintain peace, and asserts that the consequences of a major war are total "globular" (global) destruction. Throughout the essay, the student maintains the position that nations of the world should unite to use military action against an aggressor but only after all diplomatic means have been "exasperated" (exhausted). The student attempts to support this position by referring to the contrasting lessons of the recent Persian Gulf crisis and the failed attempts to deter Hitler from further aggression before the Second World War.

Definition of the Issue

The student attempts to explain the scope of the issue by stating that "avoiding conflict and maintaining peace is the most important issue the world faces." The student exhibits an adequate understanding of the issue by identifying principles underlying two viewpoints. The student recognizes the principle of deterrence and discusses beliefs held by those who favor collective military action. The student also attempts to acknowledge assumptions made by supporters of diplomatic methods of achieving national security and international stability and order.

The student's thesis statement, which states that united military action should be taken only after all diplomatic means are exhausted, establishes a meaningful real-world context for the issue. In making this statement, the student recognizes that this issue is complex and is not easily resolved. A concluding sentence suggests that the issue also involves choices about national sovereignty.

While the student has done much to define the issue, further explanation of the complexity of and the controversy related to this issue would have strengthened the essay. The student could have discussed in more detail the principles, beliefs, and assumptions underlying the two viewpoints mentioned. There is a need to explain why this question inspires debate and disagreement among various individuals and groups. The student's straightforward and conventional approach in defining the issue leaves the reader asking for further development of the dilemma posed by the range of choices inherent in the issue.

Defence of Position

The student presents a generally clear and adequate defence of position. The swift collective military action against Iraq in the recent Persian Gulf crisis was successful in defeating an aggressor, and the effectiveness of this collective action will set a precedent to deter future nations from carrying out aggressive acts. This line of argument is developed by the student's assertion that use of economic sanctions against Iraq was not successful. The student also argues that attempts to contain Hitler's aggression through diplomatic means were unsuccessful and Britain's policy of appeasement showed the futility of this approach. The student's argument that a united world force would have served best to stop Hitler is logical and follows from the evidence presented. These arguments are consistent and demonstrate a logical progression of reasoning, leading to the concluding argument about the role of the United Nations as the world force that will prevent conflicts and preserve peace.

In the world today a major war could lead to total globular destruction through the use of nuclear weapons. Therefore, avoiding conflict and maintaining peace is the most important issue the world faces. Nations of the world should unite to use military action against an aggressor but only after all diplomatic means have been exasperated. The use of force as a last resort will preserve national security and restore international stability and order.

The use of force by a united international police will promote peace by acting as a deterrence to nations contemplating aggressive acts. In the Persian Gulf War Iraq was defeated by an international force. This war is important because it proved the effectiveness of an international force and will set a precedent to deter future nations from carrying out aggressive acts. If there had been an effective world police in WW II the war might have been avoided. If after Hitler had invaded Poland, he was met with a world force immedietly, he might have been stopped. An international force could have brought ~~the second~~ WWII to a much quicker ending. An international force can also prevent war by making it clear that any aggressive acts will be met with overwhelming force.

The position could have been further strengthened, however. The student asserts without support that sanctions against Iraq did not work and military action was necessary. The student could have explored this assertion and weighed its validity. What evidence exists to suggest that sanctions failed? Why do many argue that sanctions required more time to be effective? Why do many agree with the assertion made by the student? It is important that questions like these be fully explored to balance the discussion of the case studies with the position taken. The student has clearly established a basis for united military action, but much more focused support must be provided to substantiate the qualification that military action should be used as a last resort.

The student could also have drawn a closer link between the thesis statement in the first paragraph and the concluding argument in the final paragraph. The thesis, which states that force should be used as a last resort, is not adequately supported by the notion in the final paragraph that nations must be prepared to give up some of their sovereignty to preserve peace in the world. The student could have maintained greater control over the argument in order to fully substantiate the central thesis of the essay. Attention to paragraph structure and transitional devices could improve the flow of the essay.

Presentation of Examples or Case Studies

Two relevant illustrations support the position taken in the essay. The student displays an adequate understanding of content despite a tendency to overgeneralize. The student draws parallels between the examples by explaining how attempts to contain Hitler's aggression through diplomatic means failed, and then applies this lesson of history to interpret recent events in the Persian Gulf. The student asserts that Iraq, like Hitler's Germany, seemed to be intent on war, and an international military force was the only means of stopping its aggressive acts. The student's standard approach provides an adequate interpretation of current events by applying the lessons of the past.

The student could have been more precise in explaining relevant and accurate details of the examples chosen. The tendency to overgeneralize content limits the student's explanation of the historical context. This is especially evident in the student's assertion that if Hitler had been met with a world force immediately after he invaded Poland, he might have been stopped. The student's statement that sanctions against Iraq failed reveals similar overgeneralization in interpreting content. This critical dimension of the illustration could have been explored further. Some conceptual confusion exists in the student's explanation of the purpose of a united military force. The reader is left wondering whether such a force exists to stop conflict from occurring or to bring conflict to a quick end. This confusion is present in the interpretation of both illustrations.

Generally, content has been applied adequately despite the existence of noticeable errors in detail. The content is generally well understood and is applied appropriately in clarifying the issue and providing a basis for arguments in support of the position taken.

Quality of Language and Expression

The student's meaning is generally communicated. Syntactic structures are relatively simple; for example, "Some nations believe diplomacy is the best means to preserve peace. Britain's policy of appeasement towards Germany in WWII is an example." The student demonstrates an adequate use of social studies vocabulary, and key terms like "sanctions," "sovereignty," and "appeasement" are used appropriately. Some errors in vocabulary exist: terms like "globular," "exasperated," and "as with," may distract some readers. In general, however, the conventions of writing are handled well, but the student attempts to reduce the potential for error by taking few risks in communicating ideas.

There are, however, countries who believe that diplomatic means are better to establish peace and stability. Some nations believe diplomacy is the best means to preserve peace. Britain's policy of appeasement towards Germany in WW II is an example. Britain sacrificed other nations sovereignty to avoid a war with Germany. The attempts of Britain for a peaceful solution to the problem did not work. Some nations are intent on war and no peaceful means can stop them. In dealing with Hitler a united world force would have served best to stop him. Other nations who believe in using peaceful means to avoid conflict use sanctions. In the Persian Gulf War sanctions were attempted but they failed. As with the case with Hitler Iraq seemed to be intent on war. An international force was the only means of stopping the war. Diplomacy and sanctions may be used to avoid conflict but nations cannot depend on these means and they must be ready to use force.

The nations of the world should unite and use force but only after diplomatic means have been attempted. It is important for nations to give up some of their sovereignty to preserve peace in the world today. The United Nations is the world force that will prevent conflicts and preserve peace. Nations must be willing to co-operate to insure the existence of the human race which is threatened by nuclear destruction.

STUDENT SAMPLE PAPER FIVE

(Topic B: Satisfactory Level)

General Comments

The student describes the consequences of united action in confronting aggression and defines the issue by relating it to the larger dimension of Cold War relations. The student understands that decisions made about the issue have often led to direct military confrontation or, as the writer states, "hot wars." Throughout the essay, the student maintains the position that nations of the world should unite to use military action against an aggressor. The student believes that nations are justified in such actions for various reasons: the protection of economic interests and national interests, the protection of states that are unable to defend themselves against aggression, the defence of an international code.

Definition of the Issue

The student demonstrates understanding that the issue is controversial by suggesting that aggressive acts have stirred mixed emotions in other countries that are linked to the actions of aggressors. The student also establishes a context for the issue by relating it to the setting of Cold War relations. A firm understanding of principles, beliefs, and assumptions related to one side of the issue is presented; the student is well aware of the views of those who favor direct military intervention. Only in the final paragraph is another viewpoint acknowledged, one that recognizes the policy of appeasement and groups who have protested military conflict. Overall, the student has discussed the issue in an adequate manner, but the complexity of the issue is not fully developed.

While the student has adequately defined the issue, there is a need to expand the discussion of principles, beliefs, and assumptions underlying both sides of the issue. The views of those who favor appeasement and those who protest against military involvement are dismissed without adequate consideration. The student could have focused on the dilemma and controversy generated by these opposing viewpoints.

Defence of Position

The student presents a generally clear and discernible position. The defence of position is based on a number of arguments. Throughout the essay, the student supports the position that nations are justified in intervening militarily by asserting that "if it is in your countries best interests . . . by all means you are entitled to join with another country to fight an aggressor." The student further supports the position by suggesting that such action protects economic interests, maintains an international code, and supports those nations that are unable to protect themselves from aggression. The student supports these arguments with evidence from three examples. In the final paragraph, the student describes how the examples are related and how they support the position.

The position taken could have been further strengthened and clarified. The applicability of Vietnam to the argument is questionable; this illustration tends to contradict the position taken by the student. Closer linkage between the arguments and details presented in the examples would have strengthened the essay. Overall, the student's argument is generally sound but in need of further development.

Throughout the 20th century, many countries around the world have taken action both ~~E~~politically and economically that have ~~tod~~ stired up mixed emotions of other countries that are linked to the actions of the aggressor. The results of these ~~and~~ instinces have often ~~b~~ broke into a "hot war", or in the case of the two Superpowers, a "cold war".

In the cases of the ~~secont~~ recent Gulf War between Iraq and the coaltion forces, a "hot war" took place. On August 2, 1990, Iraqi troops marched actross the border of Iraq and Kuwait and quickly took control. Iraq claimed that Kuwait was a province of Iraq, and because of Kuwait's massive oil resources, wanted control. The United Nations, led ~~fo~~ by the USA, stronly apposed this action and landed troops in near by Saudi-Arabia. America was justified in it's action due to the enormous economic link between them and Kuwait. Although the U.S.A. is thousands of miles away from the Persain Gulf, geographically, they [illegible] very much on Kuwait for its oil. Even if the USA was not linked economically, their actions still would have been the right thing to do. Husein's actions ~~to~~ of aggresion broke international code and he had to be stopped.

The Vietnam war, which actually took place ~~began~~ ~~in~~ between 1945 and 1975 is ~~was~~ another example of other nations intervening in politics of an aggressor nation. After the French lost their colonial battle with Vietnam at Dien Bin Phu the United States stepped in to help South Vietnam defend itself from the communist North. The North, led by communist leader Ho Chi-minh, was backed with Soviet wepons and equipment to take over South Vietnam. The ~~USA~~ USA had pledged to support any country trying to defend itself from communism in the Truman Doctrin. It was in the best interest

A sense of unity and coherence could have been developed in the essay by establishing greater logical relationships between paragraphs and ideas. More planning might have resulted in better organization and smoother flow of thoughts.

Presentation of Examples or Case Studies

Three examples are considered in the essay to support the position taken. In the last paragraph, the student purposefully relates these examples to the position taken, but this linkage needs to be extended and developed.

The relationships between the supporting details of the illustrations and the arguments raised are not always evident. The inclusion of Vietnam is questionable in that this illustration and the way it is depicted tends to contradict the position taken. The reference to appeasement in the last paragraph, while relevant, appears to be an afterthought; no earlier context for this example is established in the essay.

The student's examples are not always sufficiently analysed and evaluated in order to clearly relate them to the issue and the position taken. In this sense, content developed in a stronger, more detailed way might have enhanced the argument. Overall, however, the student has demonstrated an adequate understanding of content and its application to the issue.

Quality of Language and Expression

The student communicates ideas in a clear and straightforward manner. Sentences like "After the French lost their colonial battle with Vietnam at Dien Bien Phu, the United States stepped in to help South Vietnam defend itself from the communist north" and "The communist North tried to take over the South, but met fierce resistance by the UN forces" reveal an adequate use of syntax and conventions.

Clarity in communication could be enhanced by identifying and correcting errors in spelling and punctuation, and by correcting faults in sentence structure; for example, "Throughout the 20th century, many countries around the world have taken action both politically and economically that have stirred up mixed emotions of other countries that are linked to the actions of the aggressor."

The colloquial use of prepositions and pronouns like "in near by Saudi-Arabia," "them," and "you" indicate that the student does not distinguish between formal writing and informal speech. The student has properly used social studies vocabulary: "Truman Doctrin," "domino theory," and "appeasement." In other instances, a more specific vocabulary would have assisted the reader in understanding the student's intentions. For example, the phrase "strongly opposed this action" calls for further clarification.

of the States to join with the ARUN troops of the South to ~~pr~~ ~~prent~~ prevent communist expansion for the fear of other countries following the same path, such as Loas and Cambodia. This effect is known as the "domino" theory.

In the end, America withdrew from Vietnam but through training and support, helped the South to continue with the war. Nevertheless, even though Ho Chi-minh had passed away, the South quickly fell to the North.

In the heart of the "Cold War" was the country of Korea which was also divided North (by the USSR) and South (by the UN led by the USA) in 1950. The communist North tried to take over ~~the~~ the South, but met fierce resistance by the UN. forces.

The North claimed that the UN's actions were illegal because Russia, a permanent member of the UN was absent in the vote for action. Nevertheless the war continued and eventually ended in a draw.

These three wars all contained action which involved world nations unitig, and ~~fo~~ resisting the force of aggression. If it is in your countries best interest, such as the Vietnam war, by all means you are intitled to join with another country to fight an aggressor. Tyrants such ~~as~~ as Hitler and Husein, must be stopped in order to preserve peace, and as ~~as~~ World War II proved, the policy of appeasment ~~dose~~ does not work. Unforunatly ~~Hip~~ Hippies, peace symbols and long greasy hair have also proved ineffective in stopping the evils of aggressors.

SUMMARY OF CHARACTERISTICS COMMON TO STUDENTS' WRITING AT THE SATISFACTORY (3) LEVEL

Definition of the Issue

1. In establishing the scope of the issue, students referred to real-world examples, key concepts, theoretical principles, and ideas from Social Studies 30, and adequately defined the meaning of each issue. Writers also recognized that different viewpoints exist in relation to the issues.

2. Students presented a generalized rather than a specific development or discussion of the issue. They tended to address both topics in broad terms and largely ignored the intricacies and subtleties inherent in the issues.

3. The principles, beliefs, and assumptions underlying differing viewpoints were referred to or mentioned but not elaborated on or developed to any great extent. These students tended to provide cursory acknowledgment of the various viewpoints on an issue. On both topics, students recognized that disagreement and/or a range of opinion exists but did not fully develop or explore the complexity of this disagreement.

   Students at this level revealed an adequate but somewhat superficial understanding of the controversy and dilemmas associated with each issue. The cautious, often straightforward, approach taken in developing the scope of the issue revealed the students to be somewhat distant and less engaged in the meaningfulness and importance of the issue under discussion.

Defence of Position

1. On each topic, students presented a generally clear and discernible position. There was an obvious attempt to develop a position through identifiable supporting arguments. The students also attempted to apply evidence by forming a link between arguments and examples.

2. The supporting arguments in these essays were weakened by the generalized evidence presented. The students did not always provide sufficient analysis and evaluation of the examples presented; therefore, the breadth and depth of the arguments were reduced. Occasionally, specific details related to the examples were not included, thereby weakening support for potentially relevant arguments. As well, the students sometimes misinterpreted and incorrectly evaluated evidence, which led to false or illogical conclusions.

3. Illustrative examples were often a blend of the current and the past, reflecting potentially sophisticated thinking on the part of the writers. Broad themes were derived from such parallels, and the evidence was often applied appropriately to the position taken. However, the students tended to overgeneralize these parallels or other subtle differences and often did not consider the time-place differences when relating historical case studies and current situations. This overgeneralization of parallel features was most evident when students attempted to apply the lessons of appeasement in the 1930s to the recent Persian Gulf crisis. The 1990 situation was often interpreted as an exact repetition of the 1930s.

4. Students demonstrated varying degrees of order and control in developing and expressing their positions and arguments. There was an overall sense of organization and progression of the students' thinking. This logical train of thought was occasionally interrupted as new assertions were introduced.

   Sometimes, the students' thinking needed more explanation to consolidate the argument being expressed. Repetitious and superficial assertions obscured the depth of thinking in some cases. Other essays displayed very effective strategies in building supporting arguments. Attempts were often made in the concluding paragraph to consolidate the strength of the argument developed in the essay. Efforts to contrast the benefits of one option with another represented emerging signs of solid critical thinking.

5. Students who achieved a Satisfactory (3) level of performance demonstrated adequate and conventional thinking in developing their position. While there was a tendency to provide generalized support for their positions, there were obvious attempts to qualify positions and achieve a compromise between the opposing points of view on the issue. These attempts, however, were in need of further development. Greater sophistication in thinking could have been demonstrated by considering the consequences of the positions adopted.

Presentation of Examples or Case Studies

1. Methods of presentation of evidence used by the students included:
   - comparison of two or more examples
   - drawing historical parallels among similar events
   - using different examples to support different arguments

2. Students tended to generalize their descriptions of examples. Their general and at times superficial treatment of the evidence often neglected specific details and did not reflect a thorough, or comprehensive, knowledge of the facts of each example.

3. Students achieved varying degrees of success in their attempts to communicate the significance of the evidence in relation to the position taken. Some students directly and effectively explained to the reader what the evidence represented and how it could be applied to the position adopted. Others scattered content throughout their essays without establishing a complete context for the evidence presented.

4. Students were well aware of the need to ground arguments in appropriate evidence and made a satisfactory attempt to do so. There was, however, still a need to provide specific details along with generalizations in order to build arguments that evolve directly from the evidence considered. Rather than using evidence to solidify support for the position taken, certain students displayed a tendency to apply questionable interpretations to examples in order to make them fit the argument.

Quality of Language and Expression

1. Overall, students' writing was clear and meaning was communicated satisfactorily.

2. Students demonstrated varying degrees of effectiveness in employing vocabulary to convey their understanding of the issue and to communicate arguments in support of positions taken. Students have generally used relevant and appropriate social studies terminology to convey their meaning, but some vocabulary choices were generalized or redundant. At times, use of colloquial language detracted from the evenness of their communication.

3. Syntax tended to be uneven. Some sentences were structured correctly and effectively, while others showed students to be struggling with syntax.

4. Occasionally, spelling errors, errors of grammatical agreement, and errors of punctuation detracted from the precision of thinking developed in the essays. However, in spite of these errors, meaning generally remained intact.

SECTION THREE
SAMPLES OF STUDENTS' WRITING AT THE EXCELLENT (5) LEVEL

GENERAL COMMENTS

Students' writing achieving an Excellent (5) level of performance exhibits a high degree of academic proficiency. Consideration of the scoring descriptors in Appendix B will provide clear focus and specific definition of students' writing at the Excellent (5) level.

In interpreting the standard for students' writing that is embedded in the Excellent (5) descriptors, it is useful to consider the broad range of expectations of the student. The descriptors delineate the specific dimensions of the assignment and clarify the manner in which, and extent to which, the student must address the requirements of each dimension. The descriptors make it clear that the student should demonstrate a mature and insightful awareness and appreciation of the complexity of the assigned issue. As well, the descriptors specify the level of thinking that the student must demonstrate to achieve the standard of excellence. They suggest what information should be brought to bear in addressing the issue and how this information should be applied. Also clarified by the scoring descriptors are the choices to be made by writers in organizing and developing their writing in order to express their position in a skilful and effective manner. Overall, the descriptors provide the basis upon which judgments about students' writing produced on the Social Studies 30 examinations are made.

The Excellent (5) Scoring Descriptors* are as follows:

DIMENSION	SCORING DESCRIPTOR
DEFINITION OF THE ISSUE	The definition of the issue is insightful and mature. A thoughtful and perceptive discussion of the complexity inherent in the issue is comprehensively developed. Analysis of the principles underlying the various positions reveals a sophisticated understanding of the complexity of the issue.
DEFENCE OF POSITION	The defence of the position is based on convincing and logical arguments. The case studies or examples chosen are appropriate and judicious to support and develop the position taken. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The content is ordered and controlled in such a way as to reinforce the writer's argument.
PRESENTATION OF EXAMPLES OR CASE STUDIES	The examples or case studies selected are relevant and accurate. Selected evidence is comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue.
QUALITY OF LANGUAGE AND EXPRESSION	The writing is skilfully structured and fluent. Vocabulary is appropriate, mature, and precise. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.

*These descriptors have been slightly modified for 1991–92. See the latest **Social Studies 30 Bulletin Update** for the revised descriptors.

In what way do the following five student papers reflect mature and insightful students' writing as produced on the Social Studies 30 Diploma Examination in June 1991? What common understandings about excellent students' writing can be derived by comparing these samples of students' writing with the scoring descriptors at the Excellent (5) level? How are the expectations of students' writing embedded in these scoring descriptors evident in this group of papers judged by teacher-markers to be at the Excellent (5) level?

Consideration of these questions should be helpful in forming conclusions about common approaches to writing taken by students achieving at the Excellent (5) level. Such considerations will also enhance appreciation for the broad range of choices made by students at the Excellent (5) level.

STUDENT SAMPLE PAPER SIX

(Topic A: Excellent Level)

Topic A Assignment:
Should govenments provide financial incentives to industries to stimulate economic growth?

General Comments

During the confirmation of standards procedure, this essay was chosen as the Excellent (5) exemplar for Topic A and was presented to group leaders and markers for training purposes.

The student demonstrates maturity and insight. A thoughtful and perceptive understanding of the issue is presented, both from a theoretical perspective and in real-world terms. The student presents a compelling argument on the assigned issue, one that is very well ordered and that displays breadth and depth of thought. Throughout the essay, the student provides a convincing argument against government financial assistance to business.

Definition of the Issue

The student establishes a meaningful context for the issue by describing commonly held beliefs about the free enterprise system. The writer is well aware of the meaning and application of such significant economic concepts as competition, profit motive, risk-taking, entrepreneurship, consumer sovereignty, and self-interest. These ideas are clearly related to the issue and provide an effective basis for the arguments used. The student also has an excellent grasp of the free enterprise perspective of the role of government and consumer-driven decisions in the marketplace. The student relates the issue to current developments in real-world economics through reference to Gainers. The writer demonstrates an understanding of the issue not only in theoretical terms, but also in terms of the practical consequences for the economy, for business, and for the consumer. Although the student has done an excellent job of establishing the scope of the issue, the repetition of the preamble as the introduction to the essay, while it may have acted to "prime the pump" for the student, serves no real purpose in defining the issue.

Should Governments Provide Financial Incentives to Industries to Stimulate Economic Growth?

Many individuals believe that governments should provide industries with financial incentives such as tax concessions and deferments, loans on favourable terms, or even direct grants. They argue that such measures will encourage economic expansion and create employment. Others contend that it is not the responsibility of governments to provide financial incentives to the industrial sector. They believe that such revenue can best be used for the public good elsewhere.

In my opinion, governments should not provide financial incentives to industries to stimulate economic growth. I believe that, in a free enterprise system, competition is best stimulated by consumer sovereignty; because artificial financial incentives inhibit competition by maintaining unhealthy businesses and preventing entrepreneurial su-

Defence of Position

The student provides a convincing and compelling argument. The defence of position is based on strong and logical arguments. Throughout the paper, the student presents a position that is well ordered, well organized, and well controlled. The student's thesis, that the spirit of competition and consumer sovereignty are inhibited by artificial financial incentives, is presented in a convincing and logical manner. Further assertions that financial incentives may often postpone inevitable bankruptcy and that public money should not be used to further the gain of individual entrepreneurs illustrate a mature and forceful argument. The student displays originality in suggesting that because not all businesses qualify for government assistance, some entrepreneurs are placed at a decided disadvantage. The student is aware of the recent controversy surrounding the manner in which certain decisions were made about providing financial assistance to business. In the end, the student's conviction that government should not provide financial incentives to business and should maintain a more traditional role in the market economy is very convincing. The writer's grasp of content has been well integrated with the arguments presented.

Presentation of Examples or Case Studies

The student has an excellent grasp of relevant content and has applied this knowledge effectively. The student reveals a comprehensive understanding of key ideas, principles, and beliefs in the market-oriented economy. The student's interpretation of the Pocklington example reveals a mature and insightful grasp of an important and relevant real-world situation. Both theoretical knowledge and concrete evidence are used to develop and support the position. The ability to apply this combination of theory and real-world evidence to the development of insightful arguments in support of the position is evidence of mature thinking on the part of the student.

Quality of Language and Expression

The writing is skilfully structured and fluent. Examples of effective syntax and diction abound in this essay. The student employs effective use of a rhetorical question: "To make an investment using one's own money is one thing, but if the money in question was an outright gift—a grant from government—would it still be ethical?" Balanced structure is achieved in "A business . . . tries to minimize its risk while maximizing potential gain." In sentences such as the two that follow, the student demonstrates effective and complex, yet well-controlled syntax and diction. "Such concessions, it must be noted, are not universal or constant, and are therefore unfair." "Grants have been made to troubled companies in the past, but for a government to assist an inefficient management, for example, or an obsolete product, is to disrupt the natural law which dictates survival of the fittest."

Minor errors exist in the essay, such as misuse of the semicolon, but these do not detract significantly from the clarity of communication. The student's ability to communicate precisely and clearly has strengthened the essay and the manner in which all dimensions of the essay have been addressed.

-cess, damages consumer sovereignty, and makes use of valuable public funds to do so.

A business which seeks government assistance in the process of expansion tries to minimize its risk while maximizing potential gain. In any case, an expanding company is making an investment. To make an investment using one's own money is one thing, but if the money in question was an outright gift - a grant from the government - would it still be ethical? Rhetoric. A company accepting money from the government does not have to risk its own; so who is to guarantee that it will be used responsibly? I refer to a recent case in Alberta in which Peter Pocklington borrowed large amounts of money from the Alberta government, interest free. The loan was for Gainers, a meat-packing company and was supposed to have been used for the purpose of building a new plant in Alberta. Needless to say, everything did not run according to plan.

Even if the money *had* been used to build a new plant, let us assume that there was an entrepreneur who wished to do the same thing. Such a person would probably never be able to secure an interest-free loan, so would start out with a crippling overhead cost. Even if the entrepreneur managed to begin production on a large scale, she would not be in a position to compete with Gaines, which would have had the government backing. Thus, the entrepreneurs, with little invested capital, are hit hard by government incentives to individual companies. Such concessions, it must be noted, are not universal or constant, and are therefore unfair.

A business which seeks government financing to avoid bankruptcy may be trying to postpone the inevitable. Grants have been made to troubled companies in the past, but for a government to assist an inefficient management, for example, or an obsolete product, is to disrupt the natural law which dictates survival of the fittest. It produces an artificial stimulation which has no guarantee of a long-term return.

Dollars and cents aside, it is the consumer who has the final word in a market economy. A consumer chooses the best product, the best price, and the best deal. All advertisements can do is alert a consumer to a product's presence, and make convincing statements. In the end, it is the consumer who pays the prices and purchases the items. If there is no consumer demand for an item, it will never be profitable to produce such things.

When companies and industries depend wholly upon consumers for capital, and, ultimately, solvency; they become driven by a desire to please the consumers. This may take the form of packaging, quality, or service. It also promotes competition between producers of similar products. When a government assists an industry, that industry depends less upon consumer opinion and more upon government generosity. Bankruptcy is no longer threatened, so some of the pressure is alleviated. Less attention is devoted to the consumer's needs.

Normally, a product which does not please consumers goes off the market. But, if governments intervene by backing industries, it means that the consumers no longer have the last word. This destroys the idea of consumer sovereignty, which I believe to be one of the foundations of the free enterprise system.

The consumer loses by government backing. Firstly, the consumer pays taxes. Secondly, he or she purchases products. If a consumer's tax dollars go to support hospitals or to build roads, the consumer benefits directly. But, if the money goes to assist a private industry, this is of no use to the consumer since he or she must pay for that industry's goods and services in the first place. In addition to having his or her sovereignty taken away, a consumer is also subjected to unfair usage of his or her tax dollars.

Since I believe that a government exists chiefly to safeguard the interests of individuals rather than to promote industry, and because government intervention by means of financial incentives to industry may often be in opposition to the rights of the consumers and the tax-payers, I am compelled to conclude that, in my opinion, governments should not provide financial incentives to industries to stimulate economic growth.

STUDENT SAMPLE PAPER SEVEN

(Topic A: Excellent Level)

General Comments

The student demonstrates a sophisticated and mature understanding of the issue by drawing attention to the needs of society and the needs of individuals. The student recognizes that these two perspectives are interrelated and that both must be considered simultaneously. A strong grasp of the fundamental beliefs and principles of capitalism is demonstrated, as is a recognition of the need to adapt these concepts to the real world of economics. The student appears to have a very strong background of relevant information pertaining to the issue and applies this knowledge effectively. Throughout this well-organized and highly integrated essay, the student develops compelling arguments in support of the position that governments, out of necessity, must modify the original principles of capitalism and provide financial incentives for the benefit of the collective good and of individuals.

Definition of the Issue

By recognizing that governments have successfully employed financial incentives and then asking the question if this is really an appropriate role for governments, the student establishes a perceptive focus for the issue. In explaining the importance of economic freedom, personal gain, and the invisible hand, the student demonstrates an awareness of the principles of the pure market system. The student insightfully acknowledges that in the real world, these original principles of capitalist thought must be modified and cites the ideas of John Maynard Keynes as a reasonable alternative. The student effectively applies these principles to the complexity of the issue.

The complexity of the issue is further explained as the student interprets the issue as involving the need to fulfil the interests of society and the interests of individuals. The student insightfully illustrates how these two perspectives are interrelated and how decisions on the issue affect both society as a whole and individual citizens. The obvious grasp of relevant social studies content and the focused arguments reflect the student's personal and internalized sense of the significance of the issue.

Defence of Position

The student presents a sophisticated defence of position that reveals both breadth and depth of thought. The student contends that the early principles and beliefs of capitalism must be adapted and that the collective needs of society must be met without compromising the needs of individuals. This development of thought leads directly into the position adopted by the student: governments should provide financial incentives for business. The student supports this position by arguing that even though capitalism works well, it is not without problems. Convincing evidence comes from the writer's focus on the problems faced by small business in competing with well-established corporations like IBM. Also, the student notes the Great Depression as a failure of capitalism. The writer further argues that the drive for profits in capitalism often causes corporations to lose their social conscience and overlook pressing environmental concerns.

Incentives are a tool commonly used by governments to stimulate business growth by lessening risk and improving potential profits. Financial incentives, whether in the form of cheap loans, tax breaks or government hand outs, have historically been sufficient to bring downturns in an economy back to a stage of growth. But truly, is it the role of the government to partake in such economic intervention? According to Adam Smith's "The Wealth of Nations, the government should not intervene in a nation's economy, rather, it should laissez-faire or leave it alone. Smith's assertions provide maximum economic freedom and potential personal gain, and according to his "invisible hand" theory, all of society will somehow prosper from the actions of individuals trying to make profits for themselves. The Great Depression of the early 1930's, however, brought about significant doubt to the credibility of Smith's theory. Out emerged John Maynard Keynes, an economist that revised Smith's theory to counter act the forces of Depression. His theories support government intervention and the use of incentives as it was he who stated governments were needed to "feed depression". Thus, the question of government incentives (financial) is an issue of the importance of the rights of individuals to complete economic freedom compared to the collective good of the nation's economy. Smith's system is an ideal in that a perfect market economy cannot truly exist in the real world. Keyne's revision is a much more practical approach to capitalism and consequently the use of government incentives to foster economic growth is indeed a necessity in today's world.

The student is well aware of the influence of government incentives, stressing that such practices play a major role in moderating swings in the economy. This insight is developed through the writer's focus on Keynes and the response to the Great Depression through the New Deal. The student's arguments continue in the description of the influence such incentives play in critical market decisions. Government can exert pressure on businesses to maintain minimal standards in the marketplace by threatening to withhold benefits like tax breaks and grants. According to the student, government incentives to business also contribute to competition in the marketplace and enhance employment opportunities. The student has a solid grasp of the role played by governments in market-oriented economies and uses this understanding to provide very forceful arguments in support of the position taken.

The student fully recognizes that government incentives are not without costs and points to the case of the Swedish economy where, in the mind of the student, government intervention has placed too much emphasis on the collective good at the expense of individual goals.

The student's comprehensive arguments are well organized and integrated throughout the essay. A progression in logic is evident, and the student is successful in making the case that government incentives play a profound role in the development of society and in the growth of individuals.

Presentation of Examples or Case Studies

The student reveals a comprehensive understanding of theoretical principles; the theories of Smith and Keynes are effectively applied in establishing a context for the issue and are used to advantage in providing a basis for the position taken. The student has a good understanding of the Great Depression and the New Deal. These examples are used to explain why the original principles of capitalism need to be adapted to real-world practice. The student presents this evidence when comparing the inability of laissez-faire practices to respond to the effects of the depression with the more appropriate responses of the Keynesian inspired New Deal.

Throughout the essay, the student displays a good grounding in relevant social studies content. For example, the student is knowledgeable about why governments do, in real-world market economies, provide financial incentives. The arguments raised in support of the position taken are backed by a sound and sophisticated understanding of the responses made by governments to counteract the inadequacies of pure, theoretical capitalist principles to provide for the collective needs of society and of individuals.

Quality of Language and Expression

Clarity of communication is achieved by appropriate vocabulary that strengthens the student's meaning. Key concepts and social studies terminology are applied accurately to convey an insightful understanding of the issue and support for the position taken. Terms like "economic freedom," "economic intervention," "invisible hand," and "collective good" are indicative of well-chosen vocabulary.

Capitalism as Smith sees it, differentiates the economic and political aspects of society. It is true that economics is used by the government, but the government is perceived to be just like another company, albeit significant, in the world of competitive business. The benefits of such a system, in which the government does not play a role (which includes no incentives), is that people are on equal terms to make money as they please. The result is that there are extremely efficient companies that are streamlined to make a profit. People work harder as their personal gain will reflect their effort. Companies that cannot compete will be eliminated by bankruptcy and only the best will prosper. The big business of the United States exemplify the power of economic freedom. For instance, IBM corporation emerged from the creative genius of several men, and now it provides jobs for thousands and annually records profits. The market economy in which such a rise (as IBM) could occur exists only in several places. The United States and Hong Kong being two examples. In these areas, however, one will observe the other side of the big business, multinational glamour to see the faults of a small incentive free market system.

The reality is that for every IBM, there are countless companies that cannot succeed because they are unable to compete with the economic foundations on which such a large corporation is based. Moreover, there are those simply without the resources to initiate a business venture, even if they have a truly marketable idea. Of course, the big businesses try to eliminate competition while it is weak, and businesses that are newly established and on weak financial footing are extremely susceptible to outside influence. Thus, many capable individuals are locked out of the market place because of the imposing force of already existing business institutions. But, an even greater concern

The thoughtful development of the essay is conveyed through the student's ability to use effective, complex writing structures. For example: "Financial incentives, whether in the form of cheap loans, tax breaks or government hand outs, have historically been sufficient to bring downturns in an economy back to a stage of growth. But truly, is it the role of the government to partake in such economic intervention?"

The essay is not error-free, however. The student makes errors of agreement, pronoun reference, and inflection that are typical of the first-draft writing of even the most competent writers. Also, the student attempts to use imagery with choices like "locked out of the market place" and "fall through the cracks of the invisible hand" (although "fall between the fingers" might have been a more effective choice).

is one of global consequence. Even big businesses have to bow to the will of its share holders, and their bottom line is profit. As a result, companies in general lose their social conscience in an attempt to make money. Infact, environmental concerns are expencive to deal with and if a country as a whole wants to look after these concerns, they must be willing to compromise with business and split the cost. Therefore incentives can play a role in environmental concerns. The lack of governmental intervention is consequently detremental for the establishment of small business (and competition) as well as meeting unprofitable environmental concerns that are of significance to almost every body.

The costs of government incentive can be high. It can be reflected in the high rate of taxation (ex. average of 60% tax in Sweden) and lower individual incentive to work. But, undoubtably it is a necessity to equalize opportunity and address unprofitable ventures through the use of incentives. Ultimately, government intervention works for the common good of the people, which also can include the individual. Ideally, the common good should not be placed above the rights of the individual and instead they should exist simultaneously.

Incentive has the purpose of moderating swings in the economy. Government introduction of tax breaks and grants artificially stimulate growth in industries by making profit potential greater (less tax) and risk lower (grant capital). Applied to the economy as a whole, downturns in the economy can be reversed by through government incentives. During the inter war era, Roosevelte's New Deal was an application of Keynesian policy which included a system of incentives. Compared to Hoover's policy of non-intervention, the use of incentives were extremely useful in stimulating growth when it was a necessity. Presently, governments of Canada, Great Britain and even the United States try to avoid depression, while still in recessionary stages, through the use of incentives in economic stimulation. Hence, incentives are crucial in preventing stages of economic strife as the world has not fallen into depression since the implementation, to a certain extent, of Keynesian incentives.

Another function of incentives is that that allow for government intervention and influence in the market place. Governments have a say on minimum standards, without enforcing and creating laws, simply by controlling incentives. For example, exploitation of workers at minimal wages can be prevented by government threats to cancel loans, tax more or not give money to companies concerned. Environmental issues can be addressed as such, as the incentives make it more profitable to be socially conscious than ignorant. These goals meet the objectives of society and government say can be used to benefit the individual within it.

Incentives can also be used to make the market place more competitive. As previously mentioned, many small businesses need the capital from government loans to start ~~at~~ up a company in an industry that is already established. Such a company is important in protecting the consumers from monopolies as a small company can serve as competition. Government tax breaks can also add competition by inviting foreign investment. Tax breaks to foreign companies brings in competitive multi-national corporations, the capital they bring and the jobs they create. And the importance of the latter is the crucial function of government incentives & they employ.

Through incentives, governments provide the opportunity for thousand and infact millions to work. Adam Smith was a least partially right in his "invisible hand" theory because people trying to make a profit do indeed help others in the profit. Knowing this, governments can help the greatest number of people by helping the few who will eventually help the rest. Of course the U.S Savings and Loans fiasco contradicts the benefits of such a policy, however, in general the implementation of this concept is beneficial. In Canada, thousands of businesses annually start up with grants and loans from the government. They contribute to the economic stability of the nation and thus the collective good. The governments investment pays off in the taxes these companies finally pay on their profits.

Governments should use incentives to stimulate economic growth so long as it does not infringe on the rights of the individual. A system, such as one that exists in Canada is effective in retaining personal profit motives while addressing social concerns. Smith's system cannot exist in the real world because too many fall through the cracks of the "invisible hand." Keynes resolves this problem by suggesting that governments use its power, particularily in the area of incentives, to facilitate the development of society as a whole by stimulating and directing the growth of individuals.

STUDENT SAMPLE PAPER EIGHT

(Topic B: Excellent Level)

Topic B Assignment:
Should nations of the world unite to use military action against an aggressor?

General Comments

During the confirmation of standards, this essay was chosen as the Excellent (5) exemplar for Topic B and was presented to group leaders and markers for training purposes.

The student demonstrates maturity and insight in this very strong paper. A thoughtful and perceptive understanding of the issue is presented as well as a good grasp of relevant historical and contemporary information. The position taken is based on an application of the lessons of history to the recent Persian Gulf crisis. The writer acknowledges two opposing viewpoints on the issue and the different perspectives underlying each. Throughout the essay, the writer attempts to assess the historical record of approaches taken in confronting aggression and concludes that combined direct military confrontation is a more effective method of responding to acts of aggression than is diplomacy.

Definition of the Issue

The student presents an extended explanation of the various principles and assumptions underlying the issue. The student recognizes two schools of thought: confrontation and negotiation. The student elaborates and develops the beliefs that underlie each. Those who believe in confronting aggression prefer direct action. They reject negotiation and diplomacy because they believe that such measures intensify the aggressor's motivations and prolong the inevitable conflict. Those who prefer negotiation seek to preserve peace. They view war as a barbaric event, pushing the world into devastation. The student thus establishes and explores the basis for the disagreement and controversy that surround the issue. Despite rejecting the viewpoint favoring negotiation rather summarily, the writer develops the scope of the complexity of the issue effectively and appropriately for the position taken.

Defence of Position

The student uses compelling arguments to support and develop the position taken. The student has interpreted and applied historical information to argue the need to confront aggressive dictators in the present day. The examples of Mussolini and Hitler before the Second World War are used to show that diplomacy and negotiation were ineffective and served only to fuel aggressive ambitions. The student uses the failure of the League of Nations, the failure of sanctions, and the lessons of appeasement as a basis for the conviction that the latter day aggressor, Hussein, had to be confronted by combined military action. For example, "Appeasing them only increase their appetite for power and gives them the incentive to carry on with their imperialistic advances." Such reasoning displays a judicious selection of information in supporting the position. The argument is well under control, and the student organizes supporting evidence and insights in a consistent and coherent manner. A well-developed argument is the result.

UNITED MILITARY STRENGTH

The surge of nationalistic pride and the desire for prominence on the world stage during the 20th century have posed serious threats to the peacefulness and stability of the international community. The rise of these agressor states who ignore other nations' sovereignty when pursuing nationalistic goals, has forced the remaining countries to consider a course of defense to protect themselves from imperialistic advances. During the 20th century two schools of thought have generally prevailled. First, there are those who believe that the nations of the world should unite to use military action against agressors. Those who follow this doctrine value directness, immediate action and confrontation. They feel those who prefer diplomacy only serve to intensify the issue and prolong an inevitable war. The longer you wait, the more confident and powerful an agressor nation can become. Those who believe in diplomacy and negotiation believe peace can be better achieved through talking rather than conflict. This principle operates on the underlying assumption that all nations would rather live in a state of peace than a world of war. They believe unnecessary military action is only barbaric and serves to push the world into the devastation of a war that was not necessarily inevitable. However by analyzing past histories of agressor states it appears that at the present time the most effect method of controlling agressor states is to band together in military action.

The only way to put an end to the agressive tactics of a nation is to present a consolidated front against its actions. Agressor nations will often continue their advances unless there is some physical

Presentation of Examples or Case Studies

The student has a comprehensive grasp of social studies content and makes mature choices about the content to be applied to the position taken. The student is knowledgeable about many crucial decisions made before the Second World War. The ability to relate important historical information without including extraneous detail is the sign of mature thinking. The similarities between the interwar years and the current situation in the Persian Gulf are effectively developed. The student is successful in developing broad themes and understandings of content and their application to the issue, recognizing that parallels can be drawn between the past and the present. The reference to Saddam Hussein as "the fascist leader of Iraq," although an exaggeration, is most likely attributable to the media coverage of the Gulf War.

Quality of Language and Expression

The student chooses appropriate vocabulary and effective sentence structures, and attends well to the conventions of written language in communicating. For example, the balanced structure of "rather live in a state of peace than a world of war" and the metaphoric imagery of "hold all the cards at the bargaining table" serve the writer's purpose well.

Evidence of control of syntax is also present in sentences like "However when Chamberlain came home exclaiming 'I have found peace in our time' he had barely finished the sentence before the world was immersed in another massive war" and "Considering the volatile nature of the middle east countries any hesitation to oppose Iraq might have plunged the world into a bloody and perhaps nuclear war." Although these sentences contain errors of punctuation and capitalization, it is obvious from their complexity that the student is a fluent and able communicator.

repercussions to their actions. Any policy of negotiations and delaying only serve to enforce in the mind of the agressor that they are in command and hold all the cards at the bargaining table. The inability of these negotiations and sanctions to preserve peace has been obvious to world observers. One only need look as far as the many failures of the League of Nations. Without an actual police force, the League had no "bite" to actually influence the actions of the agressor state. When Italy attacked an independent Ethiopia just prior to World War II, the issue was brought forth in the League of Nations. The League condemned the act and imposed economic sanctions, but without any immediate repercussions, Mousillini simply ignored them and carried on his imperialistic advances. Perhaps, if certain nations had joined together to oppose him, Mousillini may have backed down. Nowhere, though, was this conclusion more prevalent than in the rise of fascist Germany.

Adolf Hitler won support in Germany by drumming up nationalistic pride. He promised revenge on the world for the embarrassment and economic devastation they had put on Germany after the first World War. Hitler began to build up his armies and increase military strength, a direct contradiction to the terms of the Versailles Treaty of 1919. However, none opposed this move or tried to stop the growing power of Germany. Hitler finally drummed up enough courage to try something on the world stage. He organized his armies and reoccupied the previously demilitarized Rhineland. It is now known the soldiers were given direct orders to retreat at any sign of British or French resistance. However neither country made any real objections to the move and that only served to increase

Hitler's confidence. He then embarked on many ambitious missions such as the Anchlauss or the annexation of Austria. Finally when Hitler demanded possesion of the Sudatenland in Czechoslovakia, Britain and France decided to act. However the actions followed the policy of appeasement, giving in to Hitler believing soon he will be satisfied and peace will be restored. However they underestimated the power of this greedy giant. Appeasing him only served to enhance ~~[illegible]~~ his conception that he controlled the world. Chamberlain of England and Daldier of France believed their diplomacy had found world peace in the form of the Munich Pact of 1938. However ~~[illegible]~~ when Chamberlain came home exclaiming "I have found peace in our time" he had barely finished the sentence before the world was immersed in another massive war.

Obviously the policy of diplomacy and sanctions has not had a high success rate over the last century. What if nations were to band together in military actions against agressor nations? Earlier this year one such incidence occured which provides a perfect case study. Iraq in its imperialistic glory annexed Kuwait a neighbouring country and was threatening to continue such advances in the middle east. Determined not to repeat the mistakes of Western Europe prior to WWII, a United Nations force, led by the United States, joined together to oppose Sadam Hussein, the fascist leader of Iraq. After Hussein ignored a deadline to leave Kuwait, the ~~p~~ coalition forces moved in and a relatively quick war ensued. The coalition was able to supress Hussein and free Kuwaitt. Considering the volatile nature of the middle east countries any hesitation to oppose Iraq might have plunged the world into a bloody and perhaps nuclear war.

Confronting a problem head on is always better than dancing around the problem. Past attempts to save lives by negotiating with agressor states have ultimately saved no lives at all. Past failures of the League of Nations as well as the pre-WWII period show how agressor nations often respond to nothing but force. Appeasing them only increase their appetite for power and give them the incentive to carry on with their imperialistic advances. On the other hand, by confronting these nations with a show of combined military strength, agressor nations, like Iraq, have backed down from their original position. One possible solution is to give the United Nations a supranational organization, more power on the military front. This cannot of course be achieved till all nations come together in agreement on the best way to oppose agressor nations. Although diplomacy may seem more civilized in theory, the end result has proved most conclusive: together, the world can stand up to agressor states and through a show of military power and deterence, world peace can be achieved.

STUDENT SAMPLE PAPER NINE

(Topic B: Excellent Level)

General Comments

The student demonstrates maturity and insight in this well-written paper. A thoughtful and perceptive understanding of the issue is presented. Throughout the essay, the student focuses on the purpose of the United Nations and the commitment made by member nations to protect the security of countries threatened by aggression. The student adopts the position that the historical record of the 20th century clearly indicates that the security of threatened nations and world order can only be accomplished if nations are willing to employ military force through the U.N. The student largely dismisses attempts at diplomacy and negotiation by pointing out that on numerous occasions in this century when the situation called for joint military intervention, attempts at diplomacy and negotiation only fuelled the ambitions of aggressors.

Definition of the Issue

The student develops a meaningful context for the issue by addressing key beliefs, principles, and assumptions that form the basis of the issue. The student also effectively uses a quotation from Part A of the diploma examination to establish a focus. Concepts such as national security, collective security, and international peace and order are thoughtfully applied to the issue. The student acknowledges two viewpoints on the issue, and the reasons underlying these perspectives are thoughtfully explained. The student has an insightful grasp of the beliefs, principles, and assumptions held by those who favor direct military action through the U.N. to confront aggressive actions. The choices made by the student in applying relevant historical and contemporary content have done much to establish the scope of the issue.

Defence of Position

The student presents a clear and well-established position supported by thoughtful, well-integrated, and logical arguments. The student demonstrates a sound understanding of the concept of collective security by recognizing that a major purpose of the United Nations is to support member nations threatened by aggression.

The arguments are strengthened by the evidence provided. The student has a sound grasp of content and has applied this information to substantiate the position taken. The evidence provided leads directly to the conclusion made. In developing a sophisticated and thoughtful argument, the student accepts the position that "aggressive action must be taken against forces threatening peace and world order," while rejecting the position of "open diplomacy in dealing with aggressors." Throughout a lengthy paper, control of arguments is consistently maintained. An effective conclusion summarizes the essence of the arguments given and reinforces the student's position and positive outlook.

Overall, the writer maintains a consistent argument based upon a comprehensive understanding of broad themes and relevant and appropriate content. The argument is well integrated, and the student is in control of the task from beginning to end.

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"The one effective move for obtaining peace is by an agreement among all the great powers in which each should pledge itself not only to abide by the decisions of a common tribunal but to back its decision by force. The great civilized nations should combine by solemn agreement in a great world league for the peace of righteousness." This quote, from the American President Theodore Roosevelt, is the underlying belief of the United Nations. It is this organization, which was established in 1945, that has vowed to preserve security and world order for its members. To achieve this goal of international peace, the United Nations demands that each one of its members pledge to uphold the Charter of the UN, which states that any aggression towards a member state will be met by protection from other members. Often, this involves the use of military action - the use of force has almost become an integral part of maintaining peace. It is this aspect of the peace-keeping efforts of the United Nations that has come under intense scrutiny. Should nations of the world unite to use military action against an aggressor? This has been a prevalent question throughout the ~~a~~ twentieth century, a question that has determined the actions taken by many nations in an effort to maintain peace.

Throughout this century, nations have joined with others to use force against aggressive states - these nations believe that such action preserves national security and restores international stability and order. National security, the right to self determination, and the right to be protected against imperialistic ambitions of powerful nations are all guaranteed to various members of the United

Presentation of Examples or Case Studies

The student displays an extensive and comprehensive grasp of content. The details of each illustration demonstrate the student's ability to make effective choices in presenting information relevant and appropriate to the position taken. The student is aware of the broad themes that are related to the examples used and demonstrates an ability to synthesize information. The student not only has a grasp of these major ideas, but is also well aware of specific details; these two elements of the consideration of content are well balanced. The writer has a sound understanding of the failure of collective security in the 1930s, of the implications of attempting to appease Hitler, and of specific details of the recent Gulf War. A successful attempt is made to form links and generalizations from this content. The comparison of the League of Nations with the United Nations is a further sign of the ability to present major understanding of content by applying it to the issue and the position taken.

Quality of Language and Expression

There is a strong command of social studies vocabulary that helps to convey a mature understanding of the issue. Key terms, such as "national security," "the right of self determination," "internationalism," "autonomy," and "imperialistic ambitions," strengthen the essay. In the first sentence, a quotation from the multiple-choice section has been employed to focus effectively on the issue.

The student is skilled in the use of language, displaying correct and effective sentence structure, diction, and attention to the conventions of good writing. For example, the use of personification and of repetition for emphasis is effective in the following sentences: "History saw the League of Nations fail because it could not take effective action when collective security was threatened. The League was reluctant to impose anything more forceful than economic sanctions on any aggressors, and this reluctance was its destruction."

Nations. How these rights are guaranteed is the basis for the issue of military force versus open diplomacy in dealing with aggressors. Those nations that choose to engage in military combat in an attempt to unseat unwanted intruders believe in taking swift, decisive action in an attempt to maintain peace. These countries have a goal to achieve - they desire international peace and the right to national sovereignty. These are countries that will not shrink from their pledge to protect fellow members of the United Nations. History has proven that it is the foreign policies of nations such as these that has aided the most in the maintenance of peace and order. It is these countries who are open and formidable in their ~~[illegible]~~ now to uphold world order that have proven most effective. As one looks back throughout a history of aggression and world instability, one can see that it has been the nations who have been willing to implement force for the maintenance of peace, rather than the diplomatic nations, who have expressed desires to use diplomacy and economic sanctions to strengthen the stability of the world, that has proven most formidable in their attempt to secure their goals.

These other nations, the ones who have sought the use of diplomacy and economic sanctions to secure peace, have proven numerous times that their methods do not provide immediate results, nor do they secure any lasting measure of stability. One could say that these nations are cowardly in their lack of interest in international affairs. Their seeming reluctance to sacrifice their national autonomy for the sake of internationalism is blatantly division. These nations believe that negotiations rather than force ~~[illegible]~~ better establishes peace and security. Well, once again one can refer to history to arm themselves with the proof that this method is not nearly as effective as the application of military force. There have been nations that have applied foreign policies of appeasement and open diplomacy to attain world peace. These have proven, too, to be somewhat cowardly in their purpose. There have been many times throughout history when the application of force against an aggressor has been necessary, and not implemented. It has been these failures that have formed the belief for many that aggressive action must be taken against ~~threatening~~ forces threatening peace and world order.

The main reason why the League of Nations failed was its lack ability to impose aggressive actions on aggressors with imperialistic ambitions. This organization did not deal effectively with threats to world peace. A perfect example of this occurred in the early 1930's in Manchuria, China, in an episode that has come to be known as the "Manchurian Incident". When aggressive Japanese forces threatened the sovereignty of China, the latter nation appealed to the League of Nations for aid. Instead of taking decisive action by disposing of the Japanese aggressors by force, the League was very diplomatic in its request that Japan withdraw their forces. Thus Japan received a slap on the hand for their efforts ~~to~~ in destroying world peace, and the League of

Nations credibility as an effective peace keeping force was slowly vanishing.

By the late 1930's, the League of Nations was nearly a forgotten concept. This became evident in 1938, when Hitler's Nazi's attacked Czechoslovakia and demanded that the Sudetenland be yeilded to them. The League of Nations ~~were~~ was not in evidence throughout this ordeal. Instead, it was up to Britain and France to find a peaceful solution to this crisis. These two powers did find a solution through a policy of appeasement. These two once powerful forces chose not to risk war by imposing military action on the unwanted Germans. No, instead they conceded to Hitlers' demands for the annexation of ~~the~~ a large portion of Czechoslovakia. The wishes of the Czechoslovakian people were not considered in the diplomatic negotiations between these three countries, and ~~Hitler~~ Hitler was thus encouraged to continue ~~his savage~~ sating his appetite for imperialistic expansion. Perhaps if Britain and France had not offered so much at so little a price, the Nazi's efforts would have been thwarted, and World War II avoided. Perhaps if Britain and France had joined their military forces to combat Hitler in Europe, he would not have continued ravaging helpless countries. A stand needed to be taken against Germany - some country needed to oppose Hitlers actions and match his aggressions with their own. But in 1938 no one did, not even Britain and France. And thus ~~the~~ World War II began.

History is not the only place for one to look for proof that military action must be taken against aggressors. This last year has provided ample arguments in favor of this position. The Gulf War crisis has been prevalent in the minds of many since Kuwait was invaded by Iraq in August of 1990. Here was a small, but independent, nation being threatened by a formidable military power for the purpose of expansionism and monetary gain. Saddam Hussein of Iraq attacked a helpless Kuwait, and in doing so, aroused the attention of the United Nations, a proven effective peace-keeping organization. Within the United Nations, four of the five permanent members of the Security Council voted affirmatively for the application of military force against Saddam Hussein's Iraq. The fifth member of the Security Council abstained, thus neither condemning or supporting military retaliation. Thus war was waged, a war between the aggressive ambitions of Iraq and the peace-keeping efforts of United Nations members. The United States was the most formidable force in the Gulf War, this being due to their military superiority. In a few short months, the United States, combined with other nations fought Saddam Hussein and forced him out of Kuwait. Thus the combined efforts of members of the UN prevented a world-wide war and regained for Kuwait its national sovereignty. Decisive action had been taken by the United Nations and the application of force against a threat to world peace was proved to be effective and swift. This was no long, drawn out crisis in which appeasement was a prevalent policy. No, the nations of today have recognized the need for international security, and they acted on this pledge to maintain peace and protect independent nations from would-be aggressors.

Thus it has been proven that nations must be open to using combined military efforts to maintain collective security and international order. History saw the League of Nations fail because it could not take effective action when collective security was threatened. The League was reluctant to impose anything more forceful than economic sanctions on any aggressor, and this reluctance was its destruction. Today's United Nations has proven numerous times since its establishment in 1945 that its policy of maintaining world peace and collective security by any means is effective and useful. The Gulf Crisis being the most recent example. There have been times in history when military action should have been taken against aggressors and wasn't, and the result of this was World War Two. This will not happen again, because of the internationalist views shown by members of the United Nations. There will be times when military action must be taken to maintain peace and stability, and the United Nations is not afraid to impose this type of policy.

STUDENT SAMPLE PAPER TEN

(Topic B: Excellent Level)

General Comments

The student demonstrates a strong grasp of content relevant to the issue. A comprehensive understanding of historical and contemporary examples provides the basis for mature and sophisticated arguments in support of the position taken. A meaningful background to the issue is established by the assertion that although sanctions and diplomatic means of opposing aggression have their place, the historical record shows that united military force through the U.N. is ultimately more effective. The student has a sophisticated understanding of the issue and throughout the essay weighs each perspective against the other. The student also shows thoughtfulness by developing speculative applications of the evidence to the arguments presented. Rather than employing sweeping generalizations, the student uses the evidence in a qualified manner. Maturity of thought is evident in application of insights from one situation to another.

Definition of the Issue

The student demonstrates a comprehensive understanding of the issue. Two perspectives, that of the pursuit of a "diplomatic resolution" and the other the "united (military) opposition," are carefully weighed against each other. By focusing on the issue throughout the essay, the student is able to demonstrate its complexity. The student shows insight by explaining that the unique circumstances related to specific historical and current events influenced the position taken on the issue. The student understands key principles, including collective security and its role in safeguarding the rights of sovereign states. The essay is a thoughtful examination of the issue.

Defence of Position

The student presents, in depth, a thoughtful defence of position. The student argues that, although economic sanctions and diplomacy have their place, history shows that it is more "prudent" for nations to meet the threat of aggression by uniting to use military force where necessary. The position is well supported by the evidence presented. The interpretation and analysis of the examples provided are mature and insightful, resulting in a consistent and compelling argument. The student uses three areas of evidence to develop broad themes that form the basis of arguments in support of the position taken. By assessing the Korean conflict, the Persian Gulf crisis, and the lessons of the 1930s, the student develops the argument that attempts at negotiation and peaceful resolution are futile after the objectives of aggressors have been achieved. According to the student, these situations require united military intervention.

The student also displays maturity in recognizing the unique context of each illustration presented. The circumstances that contributed to appeasement in 1938 are considered. Rather than drawing exact parallels between examples, the student applies the insight gained from historical evidence in a tentative but thoughtful way.

The question of how best to deal with aggressor nations has been debated often in the last century. There are those who believe that the use of economic sanctions or the diplomatic resolution of crises afford the best results in safeguarding the rights of sovereign nations. As history shows however, this policy more often leads to failure and the escalation of world tension. It is for this reason that it is more prudent for nations to unite under a common international cause (as members of the United Nations) and meet the threat of aggression with a show of united opposition, and be willing to exercise the use of military force, if necessary, to prevent exploitation by aggressive powers.

When North Korea suddenly invaded South Korea in 1950, the majority of world opinion strongly condemned the aggressive action. Measures were adopted in the UN Security Council to mobilize a multinational force to restore the sovereignty of the South. It was obvious that the use of sanctions and other measures would be futile, as North Korea was still receiving support from the Chinese and indirectly from the Soviet Union. The choice of force was therefore exercised and the result was the removal of North Korean forces and the liberation of South Korea. This event could not have been accomplished through the use of diplomacy since the Allies had little bargaining power anyway — North Korea had already overran the south totally. Already reaching its objectives, the North had nothing to gain from negotiation.

For example, the historical motivation underlying appeasement is considered. The student's understanding that sanctions and diplomacy were tried during the recent Gulf crisis also lends support for the position taken. The student's evaluation of these attempts to resolve the crisis peacefully are consistent with the arguments derived from the example.

The student's concluding sentence is further evidence of maturity of thought. The student is well aware that the position taken is not without negative consequences but concludes that it is the lesser of two evils: even though war is undesirable, a show of military force might result in fewer lives lost in the long run.

Presentation of Examples or Case Studies

The student demonstrates a comprehensive grasp of examples and draws on relevant details to build the strength of the arguments. The student is in control of how much detail should be included and which details are most appropriate to the task of the essay. Despite some inaccuracy regarding the control of the Saar Basin, the grasp of content is illustrated by the description of the circumstances that led democratic nations to seek diplomatic solutions to the problems caused by aggression in the 1930s. This discussion allows the student to deepen the thoughtfulness of the arguments by qualifying understandings and using history as a tentative guide to contemporary decisions surrounding the issue. The student has given a comprehensive treatment of the Gulf War by assessing the attempts to resolve the crisis through sanctions and diplomacy. This focus is an essential component of the evidence supporting the argument that united military action was the only viable means of confronting aggression in this situation.

The application of this evidence in a speculative and qualified way, and the well-founded conclusions that flow from it, illustrate a mature use of examples to develop a sound argument.

Quality of Language and Expression

This essay has been produced by a strong writer. Syntax is effective and well controlled. For example, the following sentences, despite errors of spelling and agreement, produce a powerful flow of ideas. "The motivation behind appeasement was understandable—the horrors of World War I made war unconscienable for many people. As well, the world was reeling from the worst economic depression of modern times, and no one really felt compelled to raise arms against anyone when they had to worry about where there next meal was coming from."

The student also makes effective use of vocabulary and of some of the conventions of written language to reinforce meaning. The use of quotation marks around "diplomatic protests," "cosmetic," and "loomed," as well as the use of parentheses around "(and implied aggression)" speaks volumes about the extent of the writer's knowledge.

In more recent memory, the use of international force has also proved to be successful in the case of the Iraqi invasion of Kuwait. When the Iraqis invaded on August 2nd, it was without any warning or declaration of war and was without any provocation on the part of the Kuwaitis. Once again, world reaction was quick to condemn the invasion. However, contrary to events earlier in Korea, sanctions were first applied in the hopes that peaceful settlement of the crisis would be found. Five months had passed without any progress. Token diplomacy occurred, but accomplished nothing, as once again, the aggressor's objectives had already been met and there was nothing to gain by voluntarily giving up some of their advantage through negotiation. As well, sanctions proved to be almost useless - on the eve of the beginning of the war there appeared to be plentiful supplies of food and gasoline in Iraq, showing that the country could make do with its own resources. It was not until armed allied intervention occurred that Iraq was finally compelled to leave Kuwait. The use of force succeeded in fulfilling UN orders for the restoration of Kuwait where diplomacy and sanctions had failed.

The case for multination intervention becomes clear when we consider events of the 1930's. For example, the Japanese invasion of Manchuria, whereby the League of Nations was completely paralysed and did nothing to punish Japan except a few strongly worded "diplomatic protests". As well, the Italian aggression against Ethiopia went unchecked. The League of Nations adopted sanctions which proved only to be "cosmetic" - trading with Italy in vital petroleum products continued as before. However, the policy of appeasement in dealings with Nazi Germany proved to be perhaps one of the most fatal flaws of diplomacy this century. The motivation behind appeasement was understandable - the horrors of World War I made war unconscienable for many people. As well, the world was reeling from the worst economic depression of modern times, and no one really felt compelled to raise arms against anyone when they had to worry about where there next meal was coming from. For these reasons, Britain and France pursued policies of diplomacy with Germany.

From the time of Hitler's consolidation of control of Germany, the growth of German militarism (and implied aggression) went unchecked in the world community. If concerns were raised, they were dropped in favor of more pressing domestic issues. Hitler began by rearming Germany, setting aside the conditions of the Treaty of Versailles. He attained the coal-rich Saar Basin, which was "loaned" to France, through a plebiscits. His biggest gamble came with the remiliterization of the Rhineland, which would be the test of allied resolve and commitment against him. His army marched into the Rhineland and met no resistance. This led to the conclusion that Britain and France would probably not attempt to restrain Germany further. From that point, Anschluss, the union of Germany and Austria, took place; the Sudetenland in Czechoslovakia was ceded to him under the conditions of the Munich Pact, negotiated with Britain and France. He then seized the rest of Czechoslovakia, but it was not until the invasion of Poland that world opinion finally realized that armed conflict was inevitable. The situation further deteriorated into the Second World War, the most costly and destructive war of human history.

The case of Germany in the 1930's makes it clearly obvious that attempts at diplomacy were a dismal failure. It is widely accepted that a show of force by the world community early on would have put the brakes on Hitler's militaristic expansion. It has been since discovered that, had German troops encountered resistance of any kind in the re-occupation of the Rhineland, they had orders to retreat. In light of such evidence, the use of sanctions and diplomacy severely comes into question. As in the cases of the Korean War and the Gulf War, the only resolution came with the use of military force. Armed intervention never happened in the case of Nazi Germany and the result was World War II. war may be an undesireable method of foreign policy, but when it is possible to meet aggression with a show of force, the relatively fewer casualties incurred may result in the sparing of millions more sometime in the future.

SUMMARY OF CHARACTERISTICS COMMON TO STUDENTS' WRITING AT THE EXCELLENT (5) LEVEL

Definition of the Issue

1. Students demonstrated a perceptive awareness of the issues. For both topics, students provided a broad, comprehensive definition of the scope of the issues.
2. Students applied principles, beliefs, and assumptions in revealing a thorough understanding of the issues.
3. The controversy inherent in each issue was well explained. Students dealt with the consequences flowing from different perspectives on an issue.
4. Students demonstrated an internalized appreciation of the issues. This revealed a personal understanding that the issues assigned were important and meaningful questions to consider.

Defence of Position

1. Students presented convincing and compelling arguments based on comprehensive evidence. The arguments stemmed from specific and detailed evidence. Effective generalizations about examples also lent support to the arguments developed.
2. The evidence presented was well analysed and appropriately applied to arguments. The students developed sophisticated arguments based on theory and on factual evidence. They were able to synthesize information to draw warranted conclusions.
3. The students presented extensive, well-organized, and fully integrated arguments in defence of their positions. In spite of the fact that the essays were lengthy, coherency was maintained and impressive control in developing the arguments was evident.
4. The students were able to analyse and thoughtfully explore the subtleties related to the positions taken, and speculated about the consequences of the positions they took. They avoided sweeping generalizations and attempted to weigh the merits of the positions adopted.

Presentation of Examples or Case Studies

1. The students revealed a breadth and depth of knowledge of relevant content. Examples were accurately described, and crucial details often supported insightful generalizations. Consequently, the evidence provided a sound and logical basis for the arguments presented.

2. Students revealed a broad understanding of evidence by comparing and contrasting historical case studies or examples. Students were generally aware of the importance of addressing individual illustrations in terms of their historical context and recognized that generalizations about similar case studies and examples must be qualified. Students achieving lower scores did not recognize these subtleties.

3. The evidence selected by the students as a logical basis for their arguments was relevant and accurately developed. Examples did not contain extraneous or contrived detail but used specific and verifiable detail to focus on the issue under discussion.

Quality of Language and Expression

1. The writing was skilfully structured and fluent. The students' ability to communicate contributed to the overall quality of the essays and enhanced the manner in which specific dimensions of the task were addressed. Thought and language are inexorably bound. These students have achieved a comfortable level of usage and a comprehensive understanding of the language of the discipline.

2. The students' choices of vocabulary enhanced and clarified the meaning of ideas presented.

3. Sentence structure and other conventions of writing were well controlled, although occasional errors in grammar, syntax, and spelling did occur. Minor errors associated with first-draft writing did not detract significantly from the strength of the communication and could be readily corrected given time for editing and revising.

SECTION FOUR
SUMMARY AND CONCLUSIONS

DIFFERENTIATING SATISFACTORY AND EXCELLENT STUDENTS' WRITING

A study of the qualities of students' writing at the Satisfactory (3) and Excellent (5) levels provides a basis for an instructive comparison of these two performance levels. Defining and differentiating acceptable and excellent students' writing also leads to considerations that will be helpful in preparing students for success in approaching future assignments.

Definition of the Issue

Students achieving at the Excellent (5) level demonstrate greater perception and understanding than their counterparts at the Satisfactory (3) level in explaining the beliefs, principles, and assumptions that underlie different viewpoints and the nature of disagreement on an issue. These students appear to have a greater awareness of the intricacies and range of opinion and belief relating to the assigned issue, and demonstrate a much more mature and personal appreciation for the consequences of the issue than do writers who produce Satisfactory (3) papers. The issue is meaningful and important to them personally. Students achieving at the Excellent (5) level define the issue in such a way that it forms an effective and often comprehensive background for the position developed in the essay.

The following chart summarizes aspects of students' writing in defining the issue at both performance levels. To some degree, these aspects reflect patterns that are typical at the two levels.

SATISFACTORY (3) PATTERNS	EXCELLENT (5) PATTERNS
generalized focus on the issue	insightful awareness of the issue
adequate definition of the issue	comprehensive explanation of the issue
recognition of two polar extremes of viewpoint: one viewpoint is well explained and the second minimally explored, or two viewpoints are minimally explained	tendency to recognize that a range of viewpoints exist; principles, beliefs, and assumptions comprehensively examined and used to explain the basis of viewpoints
complexity of the issue not fully explained	breadth and depth of the issue conveyed
dilemma and controversy over the issue needs further explanation and integration	controversy inherent in the issue is well explained; discussion of the issue provides a context for the development of a position
consequences resulting from the different viewpoints on the issue are referred to but are not fully developed	significance of the issue and its consequences are well explained
distance between student and the meaningfulness of the issue is apparent	student displays internalized appreciation of the issue

Defence of Position

Students achieving at the Excellent (5) level provide considerably more support and development for the positions taken than their counterparts at the Satisfactory (3) level.

These students are more successful in presenting evidence to form support for their arguments. Their selection of evidence, including both specific details and generalizations, establishes a logical basis for arguments developed. The evidence employed by these students is well interpreted and analysed, and there is no doubt in the reader's mind about the appropriateness of the evidence used to support the arguments raised.

Students achieving at the Excellent (5) level also develop more sophisticated and detailed arguments than students achieving at the Satisfactory (3) level. Students at the Excellent (5) level are in greater control of their defence of positions by revealing a more mature ability to apply, to organize, and to order their arguments. They develop an orderly succession of logical thought reinforced by effective conclusions emerging from their main arguments.

The following chart summarizes aspects of student writing in defending a position at both performance levels. To some degree, these aspects reflect patterns that are typical at the two levels.

SATISFACTORY (3) PATTERNS	EXCELLENT (5) PATTERNS
clear and discernible position is established	clear and discernible position is established
links among evidence, arguments, and position are adequately developed	convincing, compelling argument based on comprehensive evidence is used to support the position taken
specific details to strengthen arguments are brief and sometimes repetitious	specific details and generalizations are used effectively
uneven control and order of argument weakens persuasiveness	persuasive and extensive arguments are well organized, controlled, and fully integrated
reluctance to develop a qualified position on an issue; issue is viewed in "black or white" terms	in-depth analysis and thoughtful consideration of subtleties related to position; "grey" areas often recognized

Presentation of Examples or Case Studies

Students achieving at the Excellent (5) level demonstrate a superior knowledge of the examples they consider. Their mature and insightful presentation of information and application of evidence are shown in a number of ways. For example, students at the Excellent (5) level demonstrate knowledge and understanding of a comprehensive bank of information and ideas from which they are able to select and integrate relevant and specific details. These students appear to have much greater insight into how this information is to be analysed and evaluated in order to be applied as evidence than do students who wrote Satisfactory (3) papers. An internalized presentation of these carefully selected and developed examples allowed these students to extend the breadth and depth of their arguments.

Students achieving at the Satisfactory (3) level tend to present shorter restricted arguments because the details from examples are not elaborated on, analysed, or developed. As well, the evidence these students present is sometimes extraneous to the arguments made in support of their positions. These students demonstrate that they know factual information; however, they have not reached the point of demonstrating consistent understanding of data and of relating knowledge and facts to concepts.

The following chart summarizes aspects of students' writing in presenting examples at both performance levels. To some degree, these aspects reflect patterns that are typical at the two levels.

SATISFACTORY (3) PATTERNS	EXCELLENT (5) PATTERNS
a general but adequate knowledge of examples is evident	comprehensive knowledge and understanding of content are evident
some minor factual errors are made in the presentation of evidence	examples are accurately developed and analysed
adequate application of relevant content; some evidence is peripheral	highly relevant and appropriate evidence is applied; purpose of evidence is well established and integrated
time-place context of examples is not fully focused; historical and contemporary examples are often presented as being identical	historical and contemporary examples are well selected, developed, and applied

Quality of Language and Expression

Students achieving at the Excellent (5) level demonstrate a more effective ability to communicate than do their peers at the Satisfactory (3) level. In reading the essays produced by these writers, the relationship between sophisticated thinking and accomplished communication is apparent. While students at the Satisfactory (3) level communicate in a generally clear way, students at the Excellent (5) level consistently exhibit correct and effective use of vocabulary and syntax.

Students at the Excellent (5) level employ precise and wide-ranging vocabulary, including social studies terminology, that strengthens their communication, wheras writers at the Satisfactory (3) level use a more general and basic vocabulary.

Students at the Excellent (5) level demonstrate control of syntax. Their complex structures reflect complex thinking. Writers at the Satisfactory (3) level, on the other hand, demonstrate uneven syntax; some sentences are well structured and others are awkward.

Students at both the Excellent (5) and Satisfactory (3) levels attend to the conventions of good writing; however, writing at the Satisfactory (3) level is more uneven in the correct application of spelling, punctuation, and grammatical agreement. Minor errors associated with first-draft writing are common even for the most competent writers, and would be easily corrected given time for editing.

The following chart summarizes aspects of student writing in quality of language and expression that have emerged at both performance levels. To some degree, these aspects reflect patterns that are typical at the two levels.

SATISFACTORY (3) PATTERNS	EXCELLENT (5) PATTERNS
meaning is generally clear	fluent writing enhances meaning
syntax is uneven: some sentences are structured effectively; others are awkward	syntax is well controlled; many complex sentences are used and are structured for effect
vocabulary is usually general and conventional, but specific and appropriate terms are used occasionally	rich and precise vocabulary enhances communication
common spelling, sentence, and punctuation errors are evident but do not impede the clarity of communication	minor errors do not detract from the overall effect

MOVING STUDENTS BEYOND SATISFACTORY WRITING

The patterns of writing that have emerged at each of these key levels of writing performance illustrate the effectiveness of choices made by students in responding to the requirements of each dimension of the assignment. Choices made by students are influenced by their understandings of the requirements of the assignment, their understandings of what would be appropriate responses to these requirements, and their own *perceptions* of themselves as writers and thinkers.

The following considerations, which stem from this analysis of samples of students' writing, are intended to assist students in making more insightful decisions about how to write effectively and thoughtfully about social studies issues.

It is likely that classroom teachers are already well aware of the importance of the considerations that follow, and their students may already be grappling with the suggestions presented. These suggestions reinforce the importance of sound instructional practice. They will perhaps provide a sharper focus for students and teachers in encouraging strong, thoughtful writing on all social studies assignments.

1. The Importance of Exploring the Issue

Defining the scope of the issue is challenging for most students. However, working toward understanding and explaining the scope and consequence of the issue is a useful means of preparing a focused position and defence. The most successful students are those who understand that by fully exploring the issue, a natural context for the defence of position is prepared. Often, students take and defend a position without having fully explained the nature of the issue, its aura of opinion, belief, and assumption, and its importance. Demonstrating an understanding of the issue is closely associated with the development of a strong defence of position.

When exploring an issue, students might find it helpful to ask these questions:

- What is the specific meaning of the issue as presented? How is this an issue?
- What different viewpoints or perspectives exist on the issue? What is the basis of these viewpoints?
- What beliefs, assumptions, and principles underlie the range of perspectives or views?
- Why is this an important issue to me? What are some possible consequences to me, to society, to nations, and to the international community if various approaches to the issue are undertaken?

2. The Importance of Careful Selection, Interpretation, and Application of Examples

Students who are most successful in completing the assignment choose examples judiciously. They are aware that the evidence forms the substance of the arguments raised. They understand the importance of selecting specific and relevant details from the evidence as well as generalizations from the social sciences to form the basis of arguments made in support of a position. Furthermore, they can integrate details from the examples and relate these to the issue.

Less successful students tend to sketch the evidence in a generalized way, often leaving to the reader the task of establishing a link between the evidence and the argument. This tendency to apply only generalized evidence rather than including relevant specific details significantly erodes the range of arguments and limits the depth of thought.

When choosing examples, students might find it helpful to ask these questions:

- What examples relate to this issue? What examples can be applied to shed light on the issue and on my position?
- How should I describe and explain my examples? Why? What does my reader need to understand?
- What are the most important details that support my position? How much do I need to say to make sure my reader will see how the examples illustrate my position?

- Do I need to provide more explanation? What information is not relevant and can be omitted?
- What generalizations can I draw from my examples? How can I relate one set of examples to another and to my discussion?
- How should I organize and arrange the details of my examples into arguments to provide the most effective support for my position?
- How can I be sure that my reader understands the importance of what I want to say?

3. The Importance of Organizing and Ordering Arguments in Support of the Position Taken

Students who are most successful in completing the assignment develop and present a line of argument that has a sense of logical progression. The arguments appear as a chain, each succeeding argument adding further strength to the position taken. The arguments are well supported by the selected evidence. These students also tend to reinforce their position by developing sound conclusions that effectively summarize the critical substance of their arguments. The sophistication of thinking displayed by these students is evident in their successful attempts to qualify and speculate about the intricacies and consequences of the position. These students also believe in what they are saying. They seem to value the ideas that they are presenting.

Less successful students provide only broad, generalized arguments that are not sufficiently supported or developed. At times, their arguments lack a focus or are limited in scope.

In order to develop a well-organized, well-ordered, and fully integrated line of argument in support of the position taken, students might find it helpful to ask these questions:

- What potential arguments could I use to support my position so that my reader will be convinced that my position has merit?
- What evidence should I use to support and develop these arguments? How can I link the evidence to the arguments?
- In what order should I put my arguments? Why? Should I start with my strongest argument? Should I end with it? Should I present both positive and negative arguments?
- Am I aware that the evidence I present forms the basis of my arguments? What is the basis of my arguments—economic, political, ethical, historical, etc.? Is the evidence I present a major or a minor support for my position?
- What are the consequences of my position? Is my position workable or feasible?
- How can I respond to criticisms of my position?
- How should my arguments be summarized to reinforce the strength of my position?

4. The Importance of Establishing an Appropriate State of Mind

Students should appreciate that the choices they make in communicating to readers reveal a stance or a state of mind toward the assignment. Students achieving the greatest success convey a sense of originality and ownership of the task and ideas. The choices made by these students enable them not only to communicate clearly, but to communicate with a sense of confidence in exploring ideas and with a personalized appreciation for the issue being explored. These students communicate a personal involvement in the ideas being pursued. The student's voice is projected into the essay.

Less successful students communicate clearly despite the presence of common writing faults. The choices made by these writers in communicating to the reader reveal a methodical, sometimes mechanical, approach to writing that distances the student from the issue being considered. These students seem focused on meeting the challenge but are not actively engaged in independent interpretation of the ideas presented, nor is there evidence of an internalized appreciation of these ideas.

When reflecting on a style of communicating, it might be helpful for students to ask these questions:

- Am I communicating clearly and precisely? Will my reader know exactly what mean?
- Am I addressing the task in an artificial, distant manner, or am I projecting my own understanding and interpretation into the essay? Does what I am saying make good sense to me? Have I helped my reader to see the issue from my perspective? Do I sound like a real person?
- Do I appear interested and involved in the task?
- Am I in control of the task?
- Am I maintaining the reader's interest by using effective vocabulary, phrases, and sentences?
- Am I showing respect for the reader by following the conventions of written language?

5. The Importance of Planning, Spending Time on Pre-writing Reflection, and Editing and Proofreading

Students who are most successful in approaching the various dimensions of the assignment present a well-organized and integrated essay. These students make choices about the general organization of the essay, how the issue will be focused, how arguments will be constructed and ordered, what evidence will be brought forth, and how examples will be developed and related to the arguments. There are, in effect, many choices to be made.

One critical error many students make is to start writing without planning the organization and progression of the essay. This is undoubtedly because students feel pressured by the complexity of the assignment and by the limited time available to complete the task. The time spent developing an overall plan through the use of concept maps, graphic organizers, or webbing will pay off. Like the artist who begins a drawing with a broad sketch and general outline before filling in the details, the student is usually far more effective working from a plan.

Research shows that although not all students who plan achieve high marks, all students who achieve high marks have done some planning. Teachers should note, though, that planning styles tend to be idiosyncratic—what works for one thinker does not necessarily work for another. Students need to find a planning strategy that works for them.

All students can benefit by carefully proofreading their finished work for errors in spelling, punctuation, and grammar. Errors committed in haste, or through carelessness, can be easily corrected in the editing and proofreading process.

APPENDIX A

SOCIAL STUDIES 30 WRITTEN-RESPONSE ASSIGNMENT

JUNE 1991

WRITTEN RESPONSE—ESSAY ASSIGNMENT

Choose **one** of the following issues for your essay. Be sure to indicate your choice in the space provided on the back cover.

TOPIC A

Many individuals believe that governments must provide industries with financial incentives such as tax concessions and deferments, loans on favorable terms, or even direct grants. They argue that such measures will encourage economic expansion and will create employment. Others contend that it is not the responsibility of governments to provide financial incentives to the industrial sector. They believe that such revenue can best be used for the public good elsewhere.

Should governments provide financial incentives to industries to stimulate economic growth?

In an essay, choose and defend a position on this issue.

or

TOPIC B

During the 20th century, some nations have joined with others to use force against aggressive states. These nations believe that such action preserves national security and restores international stability and order. Other nations have been reluctant to oppose aggression militarily, preferring other actions such as diplomacy or economic sanctions. They believe that negotiation rather than force better establishes peace and stability.

Should nations of the world unite to use military action against an aggressor?

In an essay, choose and defend a position on this issue.

REMINDERS FOR WRITING:

- **Plan** your essay.
- **Focus** on the issue under discussion.
- **Establish** a clear position or thesis that will direct and unify your essay.
- **Organize** your essay in a manner that will best defend your position.
- **Defend** your position with supportive and specific evidence drawn from your knowledge of social studies.
- **Edit** and **Proofread** your writing.

Complete your essay in the space provided. There are pages provided for planning and drafting and for your finished work.

APPENDIX B

SOCIAL STUDIES 30 WRITTEN-RESPONSE SCORING GUIDE

JUNE 1991

SCORING GUIDE* AND QUESTIONS TO CONSIDER WHEN SCORING THE DIMENSIONS OF THE ESSAY ASSIGNMENT TOPICS A AND B

1. **Definition of the Issue** (5 marks)

Students will define the issue by identifying different points of view on the issue and by thoughtfully discussing assumptions underlying these points of view.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements	Questions
1. Evidence of the scope of the issue and nature of the disagreement raised by the issue	•Does the writer demonstrate understanding of the issue? Does the writer understand why the issue is important? Is the writer aware of the dilemma posed by the issue and of the range of choices inherent in the issue?
2. Thoughtfulness	•Does the writer explain the beliefs, principles, and assumptions that may underlie the different views of the issue? •Does the writer relate personal knowledge and understanding of the issue to a meaningful context? •Does the writer establish an appropriate context for the position taken (thesis) by demonstrating an awareness of the different perspectives underlying other positions on the issue?

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*The scoring guide presented on the following pages contains the descriptors used during the marking of the June 1991 written response. Minor changes to these descriptors have been made and can be seen in the **Social Studies 30 Bulletin Update** for 1991–92.

SCORING GUIDE: TOPICS A AND B

1. Definition of the Issue (5 marks)

SCORE	SCORING DESCRIPTOR
(5) EXCEPTIONAL	The definition of the issue is insightful and mature. A thoughtful and perceptive discussion of the complexity inherent in the issue is comprehensively developed. Analysis of the principles underlying the various positions reveals a sophisticated understanding of the complexity of the issue.
(4) PROFICIENT	The definition of the issue is clear and adept. A clear discussion of the complexity inherent in the issue is presented in detail. Explanation of the principles underlying the various positions reveals a competent understanding of the nature of the issue.
(3) SATISFACTORY	The definition of the issue is straightforward and conventional. An adequate but generalized discussion on the complexity inherent in the issue is presented but may not be fully developed. Description of the principles underlying the various positions reveals an adequate understanding of the issue.
(2) LIMITED	The definition of the issue is incomplete or lacks elaboration. Superficial discussion of the complexity inherent in the issue is present but lacks development and may stem from inaccurate or ill-formed assumptions. Reference to principles underlying the various positions is minimal, revealing a superficial or vague understanding of the issue.
(1) POOR	The definition of the issue is minimal. Discussion of the complexity inherent in the issue is disjointed, missing, or inaccurate. Reference to principles underlying the various positions is missing or oblique and off-target.
INS	INSUFFICIENT is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or are too brief to assess this or any other scoring category.

SCORING GUIDE: TOPICS A AND B

2. Defence of Position (10 marks)

Students will take and defend a position on the issue by developing and organizing logical and persuasive arguments.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements	Questions
1. Evidence of a position	• Does the writer present a clear position with respect to the issue assigned?
2. Logic and Persuasiveness	• Does the writer select appropriate examples or case studies selected to defend his/her position?
	• Does the writer *apply* well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterating memorized information and facts in the apparent hope that such facts might support a position?
	• What depth of analysis and elaboration does the writer demonstrate?
	• Does the writer organize related arguments?
	• Does the writer base arguments on reason, conviction, and scholarship rather than on uniformed belief or unsupported assertions or both?
	• Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?
	• How well does the writer draw a relationship between examples or case studies selected and the position taken?
	• Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies?

2. Defence of Position (10 marks)

Score	Scoring Descriptor
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. The case studies or examples chosen are appropriate and judicious to support and develop the position taken. The arguments presented are consistent and forceful, demonstrating maturity, insight and/or originality. The content is ordered and controlled in such a way as to reinforce the writer's argument.
(4) PROFICIENT	The defence of position is based on well-considered arguments. The case studies or examples (evidence) chosen are appropriate to support and develop the position taken. There is a clear relationship between the case studies or examples chosen and the position taken. The arguments presented are logical, clear, and competently developed. The content is ordered in such a way that the writer's argument is clear.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. The case studies or examples (evidence) chosen are appropriate. A relationship between the case studies and examples chosen and the position taken is established. While the arguments are generally sound, they may lack in persuasiveness and consistency. The content is ordered in such a way that the writer's argument is generally clear and discernible.
(2) LIMITED	The defence of position is based on simple assertions rather than on development of ideas. The case studies or examples (evidence) may be related to the issue but unrelated to the position taken, or the relationship between the case studies or examples and the position taken may be hard to determine. If arguments are presented, they are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The content is ordered in such a way that the writer's argument is contradictory, vague, or redundant.
(1) POOR	The defence of position is weak; i.e., the position taken is hard to determine OR little or no attempts is made to defend it. The case studies or examples chosen may be inappropriate for the position taken. Little or no relationship is drawn between the examples or case studies chosen and the position taken. The content is disorganized and leaves in doubt the writer's argument.

3. Presentation of Examples or Case Studies (10 marks)

Students will select, accurately develop, and apply relevant social studies examples or case studies as evidence to support their position.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements	Questions
1. Accuracy	• How verifiable or factually accurate is the information in the selected examples or case studies?
2. Comprehensiveness	• What breadth or depth of understanding does the writer demonstrate by the development of selected case studies or examples? • Does the writer use the information in the case studies or examples to qualify judgments, form hypotheses, or speculate about the unknown?

NOTE: Examples and case studies from social studies content may be historical or contemporary and drawn from the study of Canada or other nations. Students are encouraged to refer to current events in their writing.

3. Presentation of Examples or Case Studies (10 marks)

SCORE	SCORING DESCRIPTOR
(5) EXCEPTIONAL	The examples or case studies selected are relevant and accurate. Selected evidence is comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue.
(4) PROFICIENT	The examples or case studies selected are relevant and accurate. Selected evidence is purposeful and usually specific, revealing a solid and competent understanding of content and its application to the assigned issue.
(3) SATISFACTORY	The examples or case studies selected are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. The selected evidence is largely conventional, revealing an adequate understanding of content and its application to the assigned issue.
(2) LIMITED	The examples or case studies selected are potentially relevant but contain inaccuracies or extraneous detail. Evidence is generalized, unfocused, or inappropriate, revealing a limited understanding of content and its application to the assigned issue.
(1) POOR	The examples or case studies selected contain major and revealing errors. Evidence is either scant or so overgeneralized and inaccurate that it indicates a lack of understanding of content and its application to the assigned issue.

4. Quality of Language and Expression (5 marks)

Students will communicate clearly and effectively by using appropriate syntax and vocabulary, and correct or appropriate conventions of language.

WHAT TO LOOK FOR WHEN SCORING THIS DIMENSION

Requirements	Questions
1. Syntax and Vocabulary	• Does the writer use correct, appropriate, and effective syntax and vocabulary? "Syntax" is the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" is the collection of words used, including social studies terminology.
2. Conventions	• Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation?

4. **Quality of Language and Expression** (5 marks)

SCORE	SCORING DESCRIPTOR
(5) EXCEPTIONAL	The writing is skilfully structured and fluent. Vocabulary is appropriate, mature, and precise. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
(4) PROFICIENT	The writing is clear and generally fluent. Vocabulary is appropriate and specific rather than general. Syntax is controlled. Minor errors do not detract from the clarity of communication.
(3) SATISFACTORY	The writing is clear. Vocabulary is adequate but more general than specific. Syntax is generally straightforward but occasionally awkward. Errors may detract from but do not impede the clarity of communication.
(2) LIMITED	The writing may be unclear or ineffective. Vocabulary is inappropriate, overgeneralized, and/or imprecise. Syntax is simple or frequently awkward. Errors may occasionally impede the clarity of communication.
(1) POOR	The writing is often unclear and not fluent. Vocabulary is frequently inaccurate, generalized, and unclear. Syntax is confused and uncontrolled. Errors impede the clarity of communication.